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REPORT OF THE HONOURABLE THE MINISTER OF EDUCATION.

To His Excellency Sir Gerald Strickland, K.C.M.G., Governor of the State of Western Australia and its Dependencies, etc.

Sir, February 27, 1909.

I beg to submit, for the information of Parliament, my report on the work of the Education Department during the year 1908.

Enrolment and Attendance.—The numbers of children in attendance during 1908 were greatly affected by several epidemics. Many schools were closed for weeks together owing to the prevalence of diphtheria, especially during the second and third quarters of the year. The rigorous measures adopted for excluding all possible carriers of infection greatly reduced the numbers in attendance when the schools were reopened. During the third quarter there was a serious epidemic of measles in some districts, which again had a very bad effect upon school attendance.

The average enrolment for the year exceeded that for 1907 by 497; the average attendance was higher than that of the preceding year by 191. Though these figures are not large they show a considerably greater increase than was shown by a comparison of 1907 with 1906. A comparison of the number of scholars on the rolls at the end of each year—a period when the schools have been free from epidemics—shows a marked increase. These numbers in December 1907 exceeded those for December 1906 by 147; in December 1908 they exceeded those for December 1907 by 847. The percentage of attendance to enrolment dropped during the second quarter to 81.60; in the fourth quarter it rose to 85.12. The percentage for the year was 83.31, a slightly lower figure than that for 1907. The drop is fully accounted for by the prevalence of diphtheria. Although, owing to the epidemics, the figure is the lowest that has been recorded since 1903, it is higher than any figure recorded before 1904. The Minister's report for 1902 called attention to a percentage of 82 as "the highest percentage ever achieved in this State, or, it is believed, in other parts of the Commonwealth." This figure has, however, been exceeded in every year since.

The following table gives the figures for the last five years:—

Year.	Average Enrolment.	Average Attendance.	Percentage of Attendance to Enrolment.	Numbers on Rolls at end of Year.
1904 ...	26,272	22,111	84·16	25,979
1905 ...	27,966	23,703	84·75	27,906
1906 ...	29,352	24,973	85·08	27,927
1907 ...	29,679	24,950	84·07	29,074
1908 ...	30,176	25,141	83·31	29,921

The numbers in attendance at the schools have more than doubled in the last nine years. In 1899 the average attendance was 12.455.

The percentage of children outside the compulsory ages of six to fourteen has fallen. The tendency on the part of parents to send their children to school later, which was noticed in last year's report, still continues. On the other hand there is a falling-off in the number of children remaining at school after the compulsory age has been passed. This is no doubt a reflection of the fact that there was a slight commercial depression during the year; when times are more prosperous parents are more inclined to leave their children at school longer.

The following table shows the percentage of children under six, children between six and fourteen, and children over fourteen to the total enrolment in each of the last five years.

Year.	Percentage of Children under 6.	Percentage of Children between 6 and 14.	Percentage of Children over 14.
1904 ...	10·3	84·5	5·2
1905 ...	10·5	83·6	5·9
1906 ...	9·2	85·0	5·8
1907 ...	8·8	84·9	6·3
1908 ...	8·4	86·	5·6

It is satisfactory to note that the number of cases in which it was necessary to prosecute parents or guardians for failing to send their children to school was considerably lower in 1908 than in any of the five preceding years. The number of prosecutions was 270 in 1904, 396 in 1905, 450 in 1906, 246 in 1907, and 224 in 1908.

Schools.—The number of Government schools open during the last five years is shown in the following table:—

Year.	Schools open at some time during year.	Schools open at end of year.
1904 ...	290	284
1905 ...	335	329
1906 ...	376	367
1907 ...	395	381
1908 ...	423	414

Thirty-five new schools were opened during 1908, and ten which had been temporarily closed were re-

opened. Three schools which were open in 1907 were not re-opened in 1908; eight others were closed during the year. Two schools which had been distinct were amalgamated. The net increase for the year was therefore 33.

Of the thirty-five new schools one was in the metropolitan-suburban district, seven were in mining districts, three at timber mills, one was at a port, and twenty-three were in agricultural or pastoral districts. Of the ten schools re-opened one was in a mining district, two were at ports, and seven were in agricultural districts. Of the eleven schools closed, three were in mining districts, one was at a port, and seven were in agricultural districts. Only four of the forty-five schools opened or re-opened during the year have an average attendance of as many as twenty.

The net gain during the last four years has been 14 schools in the metropolitan and suburban district, 16 in the mining districts, two at timber mills, six at ports, and 92 in agricultural and pastoral districts.

The increasingly rapid growth in the number of schools is worthy of notice. The number of Government schools reached 100 for the first time in 1893, it reached 200 in 1899, 300 in 1905, 400 in 1908. The number has been more than doubled in the last nine years, mainly owing to the rapid agricultural settlement.

A very large number of applications for new schools has been received by the Department, especially from agricultural districts. Every effort is made to meet the needs of the new settlers, and the record of new schools established shows the earnest endeavour of the Government to provide for their wants. Complaints are made from time to time about delay; it is not unnatural that settlers who are anxious to obtain education for their children do not realise the difficulties with which the Department has to deal. While the Government wishes to provide educational facilities as widely as possible, it must be remembered that the resources of the Treasury are not unlimited, and that the Department is bound to take every precaution to see that the public funds are wisely spent. It is necessary to make sure, as far as possible, that the settlement is really permanent. There have been cases in the past where the Department has yielded too quickly to the persistent demands of new settlers and the urgent appeals of their representatives, with the result that a newly built school has soon been closed. The families that were in the neighbourhood were not really permanent settlers, and have moved on to some other district. In not a few cases the application forms are found to contain the names of children who have never yet been in the district, but are vaguely expected to arrive, of children who would be absolutely unable, on account of the distance, to attend the proposed schools, or of children who are considerably nearer an existing school than they would be to the one that is demanded. Applications therefore need very careful scrutiny before they are granted. In many other cases the settlement is so scattered that it is impossible to find a central position which will suit everyone. The settlers are so far apart, and the roads, owing to the irregular selection of blocks of land, so indirect in their course that no site can be found which will bring the requisite number of children within the radius from which they can be compelled to attend. Unless a compromise can be arrived at between all concerned, the establishment of a school with a reasonable prospect of the requisite numbers becomes an impossibility. Very often a personal visit from an inspector or other officer of the Department will lead to an agreement; but the Department's staff of inspectors is insufficient for the regular inspection work, and it is impossible always to arrange for visits at short notice to remote localities for the purpose of attempting such settlements. When an agreement is arrived at, and the Department is satisfied that there is a good prospect of the maintenance for some time of an average attendance of more than ten, when it has been ascertained that proper accommodation can be obtained for a teacher, and that someone can be found to attend to the necessary sanitary work, the site has to be reserved and surveyed, plans have to be prepared and tenders called—supposing that funds are immediately available. The facts that in the last five years the number of schools has been increased by 152, and that 109 of the additional schools have been placed in the farming districts show how the Department is endeavouring to keep pace with the rapid dispersal of population over the land, even though schools cannot be provided at a few weeks' notice.

Buildings.—The types of school buildings have not been altered except in minor details during the year. Our new buildings are generally regarded as satisfactory, but a good deal still remains to be done in bringing older buildings up to a satisfactory standard. Improvements in lighting and ventilation have been made in many of the older rooms. One of the most urgent needs is the removal of the linings of small fluted iron, which were used freely in buildings erected some years ago. Sitting opposite a wall covered with this material for any length of time has a most injurious effect upon the eyes. From climatic causes, eye-troubles in this country are unfortunately common, and we ought to take especial care to see that the children's surroundings in school cannot have any injurious effect upon their sight. Some improvements in this direction have been made during the last few years, the corrugated iron having been removed and a flat surface substituted for it. Much however still remains to be done; if sufficient money were available, there is no doubt that it would be highly desirable to have every school freed from this objectionable wall-surface.

The above remarks will, to a great extent, apply also to teachers' quarters. The new buildings, of types which were adopted about two years ago, are satisfactory. The older buildings are being improved as funds allow, but in many cases are very far from satisfactory. In many of these, where the rooms are uncomfortably small, the objectionable lining of small corrugated iron makes things worse. Alterations have been carried out in some of the larger quarters, but there is a great deal of necessary work to be done, for which money is urgently required, before the teachers of many schools can be considered properly housed.

In a few instances where the permanence of the settlement is very doubtful a cheaper type of school building, which can easily be removed, if necessary, has been provided. It has not proved very satisfactory. A mere shell without lining or ceiling is a very uncomfortable room where extremes of temperature are experienced. It becomes unbearably hot in summer and almost unbearably cold in winter. If the place proves permanent the cost of endeavouring to turn the building into a satisfactory one makes it in the end anything but a cheap school. Where, however,

the settlement is uncertain and the numbers so small that the removal of a single family may close the school, it is difficult to find a more satisfactory expedient.

The style of fencing adopted many years ago for country schools was unnecessarily expensive, and was quite ineffective in keeping out such undesirable intruders as goats and pigs. The general establishment of school gardens in the last two or three years has rendered a goat-proof fence a necessity. The Department has now secured a type of fence which will give the desired protection, while the cost is considerably less than that of the old ineffective fence.

Shelter-sheds were, a few years ago, almost unknown except in the grounds of the largest town schools. They are now provided with all new schools except those of the smallest type, and there is a general demand for them from the older schools. Large numbers of children bring a meal with them and remain at school in the middle of the day. It is necessary for them to have some shelter from the sun in summer and from the rain in winter. Shelter has been provided in all schools where the numbers exceed 50, but it has not been possible to meet all the requests from smaller schools. To make the funds at its disposal go as far as possible, the Department has offered in many of these cases to supply the material if the parents will undertake the erection. A considerable number of such offers has been accepted, and the parents do not think it unreasonable that they should be asked to assist in providing what is for the comfort and advantage of their children. In a few cases the offer has been refused on the ground that it is the duty of the Government to provide everything free without any co-operation on the part of those who are to benefit. A strong contrast to this spirit has been shown in several instances where the parents have offered to erect a school if the Department would provide the materials or would make a small monetary grant towards the cost.

Grounds.—Some of the grounds of the large schools are, as was reported last year, in a very unsatisfactory condition, especially where there is limestone rock near the surface, as is the case in the Fremantle district. Unfortunately, all the money available this year was needed for more urgent matters, and but little improvement has been possible. The schools cannot be considered to be satisfactorily equipped until the work has been carried out.

School gardens increase every year in number and brightness. It is a rare exception now to see a school in the country without a garden, and most of the town schools have taken up the work. The difference which has been made in a few years in the appearance of the surroundings of many of the schools is most gratifying. Nowhere perhaps is this more striking than on the goldfields. Though the intrinsic excellence of the gardens there may not be as great as that of gardens in districts more favoured by nature, the contrast with the immediate environment makes them appear most attractive.

Experimental plots for elementary agricultural work are now formed in a much larger number of school grounds than was the case a year ago. Experiments are undertaken in connection with vegetables, cereals, and fodder plants to ascertain the effects of different methods of cultivation and different kinds or quantities of manures upon their growth and productiveness.

Tree-planting continues with, in some cases, great success. In other cases, the results are very disappointing. Many of the trees obtained are so small that they need very great care indeed if they are to be preserved through the first year in their new homes. Unfortunately, the long holidays come in the hot weather. If the teacher leaves the district for five weeks and fails to obtain the services of someone to look after the trees regularly, they are nearly sure to die. There is too great a tendency at present to plant the trees only in straight lines round the boundaries of the playground. It is very desirable that clumps of shady trees should be formed in positions where they will not interfere with the use of the main portion of the space available for games.

Teachers.—The number of teachers employed at the end of the year was 950, in addition to 26 who were undergoing a short course of training in the Training College. Of this number 62 were sewing mistresses, employed only for three hours a week in schools where there are no female teachers; 119 were monitors or pupil-teachers. Besides these there were 59 students beginning their preparation for the profession in the Normal school, and 32 students in the Training College.

Of the 769 regular adult teachers, 405 were head teachers and 364 assistants. Last year the corresponding numbers were 368 head teachers and 376 assistants. The alteration in the proportion of the number of head teachers to the number of assistants is worthy of notice. For the preceding five years the assistants had always outnumbered the head teachers; now the head teachers are again in the majority. This is a sign of the migration from the town to the country that has been taking place recently; the large town schools have in many cases declined in numbers while new small schools have been opened in all directions in the country.

The proportion of classified to unclassified teachers has risen during the year from 72.9 to 73.3. The comparison is, however, not made on a normal basis, as 27 unclassified teachers were temporarily in the Training College, their places being filled for the time by classified teachers who had just completed their College course. Of the 205 unclassified teachers 67 have passed some part of their examination for classification.

The classified teachers are divided into the A, B, and C classes. The numbers in the A class have risen from 36 to 41; those in the B class have risen from 205 to 224; those in the C class have fallen from 301 to 299. The numbers in the highest grade of Class A rose from 12 to 14, in the higher grade of class B from 125 to 131, and in the higher grade of class C from 247 to 262.

The percentage of male teachers has fallen from 42.88 to 42.13. There are signs, however, of a recovery after a gradual decline which has lasted for some years. The proportion of male students both in the Normal school and in the Training College shows a distinct rise.

There is still considerable difficulty in obtaining teachers for small country schools, though it has been less acutely felt in the last year than in some previous periods. Schools where an average attendance of 10 cannot be secured are subsidised by the Department on certain conditions, one of which is that the settlers must satisfy the Minister that a competent teacher has been secured. Where the settlers are unable to comply

with this condition, the Department does its best to find a teacher for them, but it is often a matter of great difficulty. The Department pays £4 10s. per annum (or on the Goldfields £5) for each child on the average daily attendance. The settlers guarantee to make up the salary to at least £60 (or on the Goldfields £75). If a competent teacher can be found in the neighbourhood, matters can be satisfactorily arranged, but the salary is insufficient to attract a teacher from a distance.

The Model school at Gosnell's has again been of very great service in giving inexperienced teachers some insight into the management of a small school, the methods of teaching the various subjects where several groups of children are taken together, and the keeping of the necessary records. There has been a constant succession of teachers or candidates in attendance, and the headmaster has carried out his work with great energy and enthusiasm.

The Department still has considerable difficulty in securing a sufficient number of suitable teachers for the upper classes. Owing to the numbers of additional schools that have been opened in recent years, promotion of the most able and experienced assistants has been very rapid. We look mainly to the students from the Training College, as they acquire the practical experience which can only come from continuous teaching, to fill the gaps.

The Normal school students have again done very well in the Adelaide University Senior Public Examination. The students who left the school at the end of 1908 are the first who have completed a two years' course in the school. They are now attached to the staffs of various State schools for the year, and will, if their work is satisfactory, enter the Training College in January, 1910. They will fill all, or very nearly all, the available places in the Training College. In time, when the College accommodation can be increased, it will be an advantage if we are able to offer more places to candidates from other secondary schools.

As was explained in my last report, an alteration in the time of the opening of the Training College year rendered it possible to arrange for two short courses for untrained teachers during the last three months of 1908 and 1909. Twenty-eight teachers from small schools were admitted last September. A model small school, containing children of all ages, was formed within the Practising school, and special attention was given to the practical difficulties of the small school teacher. The opportunities afforded were much appreciated and the course should prove of great value to those who attended.

Teachers' Associations are doing good work in many parts of the State. By giving an opportunity to teachers of isolated schools to meet together at intervals, to discuss methods of teaching and questions of school management, and to see and criticise lessons actually given, they may be of very great value.

Cost per head.—The cost per head was £5 9s. 1d. on the average attendance, or £4 10s. 11d. on the average enrolment. The corresponding figures for the preceding year were £5 5s. 5d. and £4 9s. 4d. The comparatively large increase in the former (attendance) figures is due to the decrease in average attendance caused by the epidemics.

The cost per head in schools with an attendance of from 10 to 20 is £9 0s. 6d. on the average attendance; in schools over 20 it is £5 3s. 1d. The multiplication of small schools must increase the cost per head. From 1902 to 1904 the increase in the number of schools was only proportionate to the increase in the total enrolment. Since that time the agricultural settlement has resulted in an increase in the number of schools out of all proportion to the increase in the total enrolment. The average number of children per school has therefore been falling each year, and the cost has consequently increased. The following table shows the figures since 1902:—

Year.	Number of Schools open.	Average total Enrolment for year.	Average number of Children per School.
1902	250	22,605	90·4
1903	270	24,532	90·8
1904	223	26,272	90·6
1905	335	27,966	83·5
1906	376	29,352	78·0
1907	395	29,672	75·1
1908	422	30,176	71·1

In spite of the rapid decrease in the number of children per school, the increase in the cost per head on the average enrolment last year was the smallest recorded during the period. Economy has been studied as far as is possible without impairing the efficiency of the schools.

Inspection.—The rapid increase in the number of schools has made it impossible to secure adequate inspection throughout the State. There are at present only six district inspectors.

At the end of 1900 when the number of schools reached 218, a fourth district inspector was appointed. The average number of schools to each district inspector was thus about 54. At the end of 1904 with 284 schools, a fifth district inspector was appointed, bringing the average number of schools to about 57. At the end of 1905, with 329 schools another (acting) inspector was added, who has since been formally appointed as inspector. The average number of schools for each was thus about 55. No increase has taken place since, though nearly 100 schools have been added, and the average number for each district inspector has risen to about 70. Some years ago, too, the Chief Inspector took charge of a considerable number of schools. The increase in office work and examination work has rendered it increasingly difficult for him to spend his time in the schools, and has thus rendered the work of the district inspectors heavier. Our inspectors are required to report upon the efficiency of private schools in elementary subjects. This very necessary precaution against the establishment of schools by persons totally unqualified for the work calls for a considerable amount of time; it is often at present impossible to carry it out properly. It must be remembered, in comparing the number of inspectors here with those in the Eastern States, that this duty is not in any of the other States required from the Government school inspectors. Our inspectors too, have much more examination work to do—work which becomes heavier each year, and is likely to do so until the establishment of a University renders it possible to relieve them.

It might be thought that the great increase in the number of schools would render the districts more closely settled, and so enable an inspector to utilise his time more economically. At present this is not the case to any great extent. Most of the new schools are at a considerable distance from the main railways

and from any large centre, and a long drive is necessary before they can be reached. The many new branch railways give little assistance; the trains are so infrequent that it is quite impossible for an inspector to avail himself of them. The time spent in travelling, except in the Metropolitan district, is therefore necessarily very large. An additional inspector is greatly needed.

Health of the Schools.—The Medical Officer for Schools has other duties under the Central Board of Health besides those connected with the schools, and is therefore able to give only a part of his time to the Education Department. During the past year the epidemic of diphtheria kept him fully occupied, nearly 8,000 children being examined, many of them more than once. Unfortunately, many schools had to be closed for a time on account of diphtheria. At one period all the large schools in the Kalgoorlie-Boulder district were closed for nearly two months. It is hoped that the vigorous measures taken will prevent the recurrence of the trouble during the present year. It has not yet been possible to arrange for any systematic scheme of medical inspection throughout the State.

Some country schools in which eye-troubles were very prevalent have received special visits.

The usual school hours (9-12 and 1.30-3.45) are not the most suitable in the summer months, when the afternoon heat is often very trying. Permission was given last summer, wherever the alteration met with the wishes of the parents, to hold school from 8 to 11 and 12 to 2, or from 8.30 to 11.30 and 12.30 to 2.30. In a great many cases the change proved popular and successful, principally in country districts and in goldfields schools.

The State Schools' Amateur Athletic Association has continued to do excellent work in connection with athletic sports, games, and physical exercises. The teaching of swimming has received special attention during the summer. It is hoped that greater facilities for swimming will soon be provided in Perth, so that the teaching can become still more general.

Instruction.—The Curriculum has remained unaltered during the year. The inspectors generally speak very hopefully of the English work. There is no doubt that this part of the school curriculum is being rendered far more attractive to the children than it was some years ago, and that as a result the children read much more for themselves than was formerly the case. Good literature in cheap and suitable form can now be obtained in abundance, and, if wisely used, has a great influence upon the child's character and upon his future life. It is also of the utmost value in teaching the child to express himself clearly and correctly. The part of the English work which is least satisfactory is the spelling. Unfortunately, the irregularities of the English language render it necessary for our teachers to devote a very considerable amount of time to this subject, time which children of other nations, with more regular languages in which the pronunciation is a guide to the spelling, can devote to more useful studies. The conventional value attached in modern times to correct spelling is so high, and incorrectness in this respect is considered to mark so clearly the uneducated man that it is absolutely necessary to pay great attention to the subject. Perhaps the introduction of a wider and more varied English course with less formal grammar and greater attention to the literary side has led to too little time being given to the formal accomplishment of correct spelling. The theory that the wide reader will naturally become a correct speller holds good in practice with a certain number of children. But children are not all exactly alike, and with many, perhaps with most, much more than this casual introduction to the form of words is absolutely necessary. Good lessons in word-building, dictation, transcription, etc., are needed, and the constant use of a dictionary with all written work in the upper classes is much to be desired.

The changes which were made in the syllabus at the end of 1907 affected chiefly the teaching of Drawing, History, and Geography. The Drawing syllabus was at first considered by many teachers to be too heavy, but after a year's experience of it in working, the general opinion appears to be distinctly in its favour. It forms the principal means of manual training in the middle classes, and in the upper classes in schools where no special facilities for woodwork, etc., can be provided. The teaching of History and Geography is undoubtedly improving. In the best schools there are perhaps no subjects in which such a revolution has taken place in the last few years. Collections of pictures from all sources—old books, magazines, newspapers, and postcards—make the Geography or History lesson most attractive and interesting to the younger children. They are anxious to put questions about and to discuss what is shown to them in the pictures or told in skilful and appropriate language by the teacher. Nowhere is the improvement in clearness, fluency, and correctness of speech more evident. The effect of such work upon the speech and written composition of the upper classes should be very clearly marked as time goes on.

Additional attention has been given to Nature Study during the year. Nature Study is not an additional subject added to an already overloaded curriculum—as has sometimes been stated by those who are not fully acquainted with the work of the schools. The "Object Lessons" prescribed in the old syllabus have disappeared, and their place is taken by Nature Study. Under the best teachers much good Nature Study work was done years ago in connection with the so-called "Object Lessons." But under many teachers these lessons were mainly devoted to attempts to impress upon the children's memory facts collected from books on the properties and uses of such substances as glass or iron, or the habits and appearance of such animals as elephants and tigers. The modern "Nature Study" movement lays stress upon the importance of utilising the child's natural interest in his immediate surroundings. Every child has a considerable amount of curiosity about the common processes of Nature; if his curiosity is not encouraged, it often dies, and what might have been material for a deep and enduring interest remains to him a sealed book. A great educational force is thus wasted, which might have largely assisted in the expansion of the child's intelligence, have formed an excellent preparation for future science-teaching, and have supplied one of the most valuable of gifts—an interesting and intelligent hobby for leisure hours. While there is no difficulty in finding suitable material even in town schools, it is of course the teacher in the rural districts who has the greatest opportunity. The very essence of the Nature Study idea is that the teaching must not be bookish; the children must study and observe the actual objects for themselves, as far as possible in their natural surroundings. The teacher, while

skilfully directing the course of their observations, takes the part of a fellow observer, and carefully avoids telling the children facts which they may discover for themselves. Such work with the plants, animals, rocks, streams, etc., of the neighbourhood is calculated to show the child the real interest of country life, and to give him a good foundation for the work of a scientific agriculturist later on. In addition to this, the country teacher may devote to Nature Study and to work in the garden and the experimental plots the time that is given in the town schools to Elementary Science and to the Woodwork and Household Management Centres. He can obtain from the Department a free supply of flower and vegetable seeds, as well as seeds of cereals and fodder plants, while one of the wholesale firms in the City provides him, through the Department, with free samples of various manures. Two expert teachers, who have undergone a special course of training in the work, are ready to advise him on all points of difficulty; if possible, one of them will visit his school and give him practical suggestions on the spot. Where there is a capable teacher who is really interested in the work, the rural school is, in many instances, thus giving an education that is specially designed with a view to the probable future calling of most of the pupils. The Nature Study work, the garden-work, and the elementary agricultural experiments may to a great extent be made to colour the general work of the school. The Drawing syllabus is purposely left wide and elastic, with no detailed prescriptions as to the objects to be drawn; in the country school the selection may be made to illustrate the Nature-work. The same thing applies to the composition lessons, both oral and written. The life-history of a plant or animal that has been studied, the course of an experiment that has been carried out and observed, the seasonal changes in the environment of the school, afford excellent material for orderly and connected description—far better than the abstract subjects which are too often set for children's essays. While the environment of the school, the pursuits of the surrounding population, and the probable careers of the children are thus allowed to have a great influence upon the teaching, there is of course a limit beyond which it would be unwise to allow specialisation to go. A very large proportion of what is taught in the schools is indispensable, whatever the after career of the child is to be, if he is to be an intelligent and educated man. The so-called "bookish" education that is desirable for the farmer does not end with the three R's. The man who knows nothing of history, nothing of the methods of government of other countries, nothing of the world's commerce—to take a few points only—is not qualified to take an intelligent interest in public affairs, and to have a share in the government of the country. The country child as well as the town child will benefit by learning something of history and geography, by moral teaching, and by instruction in elementary hygiene. Other parts of the syllabus too, that cannot be described as "bookish," are of as much value to him as to his cousins in town. Apart from any future use to which he may put his acquired power or any enjoyment which he may derive from it, the training of the muscles of his hand and arm, the co-ordination of hand and eye that are among the chief aims of the teacher of drawing, are as important in his brain development as in that of the city child. Drill and physical exercises are no less valuable for his bodily development. Singing is no less desirable as a recreation and for the development of his emotions and artistic sense. Apart from all these considerations it must of course be remembered that we cannot tell with certainty from a child's environment what his future career is to be. It is undoubtedly desirable to make country life attractive and to fit the child for intelligent work in agriculture, but it would be a great loss if the education of the rural districts were so narrowly specialised that a child transferred to city life would be completely unable to pick up the threads of the school course in his new surroundings, and that children of special promise in other directions would be hopelessly handicapped from putting their powers to their best use in the service of the State.

While excellent work in the directions indicated is being done in many of the country schools, it must be recognised that the problem of rural education is as yet by no means completely solved. Here and there a teacher is found whose tastes lie in the direction of agriculture, and who throws his energies heartily into the experimental work. But most of our country schools are taught by women who have had little experience or training in such matters. The greater number of the country schools too can have but a single teacher apiece. The teacher who wishes to give a larger portion of time to agricultural work with the older boys is confronted with the difficulty of conducting outdoor and indoor lessons at the same time. A male teacher, if his school is large enough to warrant the employment of a sewing mistress, can take advantage of the time when the girls are at needlework; but the female teacher has no such opportunity. These drawbacks will always exist in the very small schools. The difficulty of the untrained teacher will no doubt be gradually overcome. Periodical visits from our expert teachers to meetings of country teachers, as well as their visits to the schools and their articles in the Department's monthly *Circular*, are accomplishing something already. When we have an Agricultural College, or a Professor of Agriculture and lecturers in the University, it will be possible to arrange short courses for teachers such as are given in other countries.

About three-fifths of the children in our schools have received special religious instruction from representatives of various denominations. General religious instruction is given to all children by the regular teachers, unless the parents or guardians specially apply for withdrawal. The number of children thus withdrawn in 1908 was 1,744, or 5.8 per cent. Of these, 1,500 were Roman Catholics, and 108 were Jews.

The tendency, to which reference has already been made, to send children to school somewhat later renders it necessary for the work of the Infant schools to be to some extent modified. The treatment of children who come to school for the first time when they are over six years of age must necessarily be different from that adopted with children who come at the age of four. It is most important that the distinction should be fully recognised; if the older children are retained too long in the Infants' classes, they may lose their chance of reaching the highest class at the end of their school life.

With a view to economising teaching power, it was decided last year that the upper classes (the Seventh and ex-Seventh Standards) should be collected together in Central schools wherever possible. The intention of this alteration was not to carry on the instruction to a higher level than was previously pro-

vided for, but to collect children from small scattered groups and form them into larger classes. In this way it should be possible to provide more effective instruction in the higher parts of the curriculum already laid down. The Central schools at first are to be at Perth, Fremantle, Claremont, Midland Junction, Kalgoorlie, and Boulder.

The number of boys receiving instruction in Manual Training (Woodwork) was 2,901, as against 2,921 in 1907. The only new centre opened was at Busselton, where there was already a qualified teacher. A disused room from Drakesbrook was removed and re-erected there. Buildings are needed in several other towns to enable this work to be commenced.

An exhibit of woodwork from the State school centres was shown at the Franco-British Exhibition, and was given the highest award—a Grand Prix. This work was not specially prepared for the exhibition, but consisted of objects made by the boys in the course of the regular classes.

The Household Management classes have increased during the year. Additional accommodation was provided for Laundry work at Claremont and Fremantle. The Kalgoorlie centre was greatly improved by the conversion of the old teachers' quarters into a Household Management School, which will enable a more complete course to be undertaken there. The numbers in the Cookery classes rose from 1,414 to 1,463, in the Laundry classes from 1,095 to 1,495, and in the Housewifery from 271 to 295. A new centre will be opened in 1909 at Northam, and it is hoped that other towns will not be long left without provision for similar work.

The School and the Community.—It is very desirable that the parents and other residents in the neighbourhood of a State school should be led to take an interest in it. In most countries the expenditure on education is shared between the Central Government and local authorities, and in consequence the municipality or the district feels a distinct responsibility for and interest in its schools. In the case of this State, where the whole of the expenditure is borne by the central Government, there is no such necessary bond; the school is often considered merely as a State school, not as the possession of the particular locality. If the people can be brought to look upon the school as belonging to them, and to take a pride in making it as bright and efficient as possible, the teacher's task is greatly lightened by their co-operation, and the school life of the children rendered fuller and happier. Where a tactful teacher whose heart is in his work secures the confidence of the parents and makes them understand that the object of all his efforts is the welfare of their children, the response is in many instances most gratifying. The establishment of libraries becomes an easy matter, suitable decorations for the school rooms are forthcoming, and the improvement of the school grounds is readily undertaken. Where it becomes a matter of pride among the residents that the advantages enjoyed at their school shall not be inferior to those of any other school in the neighbourhood, they are ready to help when it is necessary to plough a piece of ground, to put up a dividing fence, or to assist in the supply of tools. The spirit naturally spreads to the children, who also take a pride in their school; while the fact that they see the teacher heartily supported and encouraged by their parents means that the discipline of the school is secured. This ideal state of things is by no means universal; there are still parents who seem to look upon the school as an undesirable intruder, and upon the teacher as an enemy; who do all that they can to thwart and embarrass him, and encourage their children to defy his authority. While there will probably always be a small minority of this kind, there is no doubt that the efforts of the teachers during recent years have been increasingly appreciated and encouraged. The more they take the parents into their confidence and endeavour to interest them in the work of the school, the more fully will the school be recognised as the most valuable of the local institutions and the most deserving of support. The "Parents' Day," on which parents are invited to visit the school and see it actually at work, is a regular item in the calendar of many schools, and a most useful means of arousing the desired interest.

Continuation Work.—The principal continuation work is carried on in the Technical Schools and Classes under the Director of Technical Education. The chief centres are at Perth, Fremantle, Kalgoorlie, and Boulder, while branches are also established at Claremont, Midland Junction, Coolgardie, Menzies, and Day Dawn.

The number of students at the Perth school has reached 488, and the Government's decision to erect the first portion of the new permanent buildings in 1909 is most welcome. Additional room is greatly needed, and there is no doubt that the numbers can be largely increased when there is more accommodation. The classes established comprise students in Mathematics and various branches of Science, students of Art (including many Applied Arts), students of Pharmacy, and students of Commercial subjects—such as Bookkeeping, Accountancy, and Shorthand. There are also many Trades classes, including Engine-driving, Carpentry, Plumbing, Blacksmithing, Pattern making, Fitting and Turning, Photography, and Dress-cutting. The Art exhibits sent to the Franco-British Exhibition were awarded a Grand Prix and Diploma of Honour.

The classes at Fremantle have increased considerably and show signs of further growth. Much interest has been taken in them locally and an energetic advisory board has come into existence.

The Goldfields centres have generally been well supported, with the exception of the Trades Classes at Boulder, where the attendance has been disappointing. Greater interest, however, is now being taken locally in this school, and a considerable improvement is expected.

In addition to the classes under the Director of Technical Education, evening classes were held at James Street School, Perth, throughout the year, and were attended by 154 students. These classes consist principally of students of elementary subjects, and of students preparing for the Public Service Examinations. Classes were also open during a part of the year at Maylands, Kalamunda, and Armadale.

It is very desirable that parents and employers should take advantage of these opportunities and encourage boys who have recently left school to continue their education in some direction. Great Britain is beginning to follow the example of several of the Continental nations in making attendance at evening classes for a few hours a week compulsory for those whose career in the day schools ends at fourteen. The recent inquiry into the cause of the great number of unemployed workmen in England has led to the con-

clusion that the chief reason is to be found in the large number of unskilled labourers. Skilled labourers with technical knowledge can generally find employment, but the multiplication of unskilled labourers is a grave economic danger. It is distinctly for the advantage of the State to furnish as wide opportunities as possible for higher education, whether scientific, commercial, or industrial, in both day schools and evening schools, and to give every encouragement to its people to take advantage of those opportunities.

A detailed account of the work of the Technical Schools is issued in a separate report.

Office Staff.—A few alterations have been made during the year in the Office Staff owing to transfers and promotions and to new arrangements in connection with Government Stores. Inconvenience is still caused by want of room, and several officers are placed in a different part of the building at some distance from the remainder of the Staff. With the rapidly increasing numbers of schools, and the many applications for the establishment of new schools, the office work becomes constantly heavier. The Staff has worked well throughout the year.

Reports.—The reports of the Inspectors and other officers, together with the usual statistical returns, will be found attached.

FRANK WILSON,
Minister for Education.

CECIL ANDREWS,
Inspector General of Schools.

No. 1.—*Statement of the Educational Vote for the Financial Year* 1907-8.

RECEIPTS.	£	s.	d.
To amount received from Treasury on account of Vote, 1907-8	175,021	12	9
Total	£175,021	12	9

DISBURSEMENTS.	£	s.	d.	£	s.	d.
Departmental:						
Salaries	7,768	8	8			
Incidental Expenses, including Postage, Travelling Expenses, Printing, etc.	3,816	13	7			
				11,585	2	3
Compulsion:						
Salaries	794	0	0			
Incidentals	54	2	5			
				848	2	5
Exhibitions, Scholarships, etc.:						
Government Exhibitions	230	0	0			
University Exhibitions ..	775	0	0			
Scholarships	1,106	15	1			
Bursaries	210	0	0			
				2,321	15	1
Examinations:						
Incidentals	..			271	7	11
Schools:						
Salaries and Allowances	124,161	13	10			
Furniture, Apparatus, etc.	2,004	18	7			
Incidentals, including Travelling Allowances..	7,101	14	6			
				133,268	6	11
Evening Classes and Schools:						
Salaries	324	13	5			
Incidentals	59	6	10			
				384	0	3
Training College:						
Salaries	2,055	17	3			
Scholarships	430	0	0			
Board	986	9	9			
Incidentals	644	0	2			
				4,116	7	2
Technical Education:						
Salaries	7,027	19	0			
Incidentals	2,236	10	4			
				9,264	9	4
Manual Training (Carpentry and Domestic Economy):						
Salaries	4,267	3	11			
Incidentals	1,190	1	2			
				5,457	5	1
Normal School:						
Salaries	1,787	11	2			
Furniture, Apparatus, etc.	331	4	9			
Incidentals	106	6	4			
				2,225	2	3
Purchases into Stock:						
Furniture, Apparatus, etc.	4,101	16	2			
Incidentals	333	7	1			
				4,435	3	3
Miscellaneous:						
Transport Charges, etc., on Goods	..			130	12	11
Training of Teachers:						
Salaries	451	5	0			
Incidentals	255	3	10			
Apparatus	7	9	1			
				713	17	11
				£175,021	12	9

Statement of Receipts paid to Revenue from 1st July, 1907, to 30th June, 1908.

	£ s. d.
Fees, Technical Schools	2,853 1 2
Fees, Evening Schools	180 16 9
Sale of Apparatus, Technical Schools	21 14 6
Sale of Apparatus, Training College	80 7 5
Book sales	805 2 0
Rents	159 15 0
Miscellaneous receipts	75 17 1
	£4,176 13 11

Expenditure under various Heads for the Financial Year 1907-8.

	Salaries and Allowances.	Apparatus.	Furniture.	Upkeep.	Board.	Scholarships.	Total.	Expenditure by Public Works Department on account of Buildings.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
State Schools	106,122 1 4	*a* 3,954 4 9	*b* 1,173 14 5	*c* 6,020 14 6	...	...	117,270 15 0	
Provisional Schools ...	13,733 12 1	*d* 658 15 8	*e* 286 15 4	*f* 1,098 14 10	...	...	15,777 17 11	33,161 18 5
S. P. D. do. ...	211 2 8	*g* 45 2 5	*h* 18 4 11	*i* 26 16 3	...	...	301 6 3	
Special do. ...	2,186 14 1	*j* 52 12 4	*k* 25 4 0	*l* 224 18 8	...	...	2,489 9 1	
Half-Time do. ...	1,508 3 8	*m* 81 19 4	*n* 31 5 0	*o* 77 10 2	...	...	1,698 18 2	...
Evening do. ...	86 10 5	...	...	9 8 0	...	...	95 18 5	...
Do. Classes ..	238 3 0	...	...	49 18 10	...	...	288 1 10	...
Normal School ..	1,787 11 2	249 9 6	81 15 3	106 6 4	...	...	2,225 2 3	1 4 0
Training College ..	2,055 17 3	...	...	644 0 2	986 9 9	430 0 0	4,116 7 2	665 2 1
Technical Schools ...	7,027 19 0	...	...	2,236 10 4	...	...	9,264 9 9	433 7 3
Manual Training, Carpentry	2,399 6 1	...	..	753 8 8	..	...	3,152 14 9	...
Domestic Economy ...	1,867 17 10	...	...	436 12 6	...	...	2,304 10 4	470 12 2

	£ s. d.
a	3,442 5 5
b	82 3 5
c	274 7 2
d	556 13 11
e	40 5 3
f	82 11 3
g	39 16 3
h	5 3 3
i	4 13 11
j	43 4 0
k	1 11 2
l	4 5 6
m	70 12 3
n	4 18 11
o	8 19 11

} Value of stock issued from Departmental Stores.

Cost per head, Financial Year, 1907–8.

Class of School.	No. of Schools.	Average Attendance.	Cost per Head.	Average Enrolment.	Cost per Head.
			£ s. d.		£ s. d.
State	223	22,519	5 3 1·3	27,006	4 5 11·7
Provisional	138	1,716	9 0 6·5	2,093	7 8 0·3
Half-time	32	246	6 15 6·9	306	5 8 11·9
Special	10	377	6 10 8·7	438	5 12 6·2
Sparsely Peopled District ...	16	61	4 12 9·7	70	4 0 10·5
	413	24,919		29,913	

Average Attendance.

No. of Schools.	Average Attendance.	Cost per Head.	Cost per Head, including Administration.
		£ s. d.	£ s. d.
413	24,919	5 9 1	5 19 1·6

Average Enrolment.

No. of Schools.	Average Enrolment.	Cost per Head.	Cost per Head, including Administration.
		£ s. d.	£ s. d.
413	29,913	4 10 11·1	4 19 2·9

SCHOOLS IN OPERATION.

At the close of 1907 there were 381 schools in operation. During the year 1908, 35 new schools were opened, and 10 which were closed during or previous to 1907 were re-opened. Eight schools were closed during the year, and three—Badjanning, Mulline, and Pingin—were not re-opened. Newcastle Street Boys' and Girls', which were conducted as two separate schools until the end of September, were amalgamated and are now conducted as one school under the supervision of a Headmaster.

There were thus 423 schools in operation some time during the year, and 414 at the close of the year.

STATE SCHOOLS.

(With an average of over 20.)

The year 1907 closed with 212 in operation.

The following were transferred to the Provisional class owing to the falling off in the attendance:—

Boranup, Greenhills, Greenough North, Lennonville, Mount Sir Samuel, and Seabrook.

The following Provisional Schools were raised to the class of State Schools:—

Bally Bally, Bejoording, Canning Mills, Dingup, Lancefield, Meekatharra, Moonyoonooka, Mundaring Townsite, Nabawah, Nebrikinning, Stirling, Tenterden, Walkaway.

The number of State schools was further increased by the opening of the following schools:—Redcliffe, Somerville, Waterfall, and the re-opening of Denmark Mill, which was closed in April, 1905.

At the end of September the Newcastle Street Boys' and Girls' Schools were amalgamated. From the foregoing it will thus be seen that there were 223 schools belonging to this class in operation during the year, and 222 at the end of the year.

PROVISIONAL SCHOOLS.

(With an average of from 10 to 20.)

The year 1907 closed with 133 in operation. Of these, 13 schools, as already mentioned, were made State schools. The numbers were also decreased by the transfer of the Boorara, Merredin, Nangeenan, Nunyle, Udue, Qualin, and Wannamal Schools to the Half-time Class, and Frankland River and Yallingup to the S.P.D. Class, while Badjanning and Mulline were not re-opened.

Before the end of the year five schools were closed, viz., Capel River, Ewlyamartup, Rudd's Gully, Southern Brook, and Yillimining.

The additions to these schools were the six transferred from the State School Class, Preston Upper, and Rockingham from the Half-time Class, and Marleyup from the S.P.D. Class. The following new schools were opened:—

Argyle, Boolading, Capel Upper, Conduin Pool, Crowther, Darkan, Dowerin Townsite, Glencoe, Glenfield, Gnowangerup, Hester, Higginsville, Ornabullup, Popanyinning East, Rockwell, Springside, Three Springs (Kadathinni), Whittaker's Mill, Yerbillon,

while Augusta, Bardoc, Toolbrunup, Chapman, and Isseka—the last two being Half-time Schools during the first half of 1907—which were closed during 1907, were re-opened.

Omitting the schools which were transferred to the other classes of school, there were 142 Provisional Schools in operation during the year, and 137 at the close of the year.

HALF-TIME SCHOOLS.

The year 1907 closed with 22 in operation.

The Carisbrook School having been closed during the first half of 1908, the Preston Upper School, which was its companion school during 1907, was transferred to the Provisional Class. The first-named school on its re-opening in July was worked half-time with Preston Mill, a new school opened at the beginning of the year.

On the opening of schools at The Coast, Hicks' Siding, and South Wannamal they were worked half-time with Udue, Qualin, and Wannamal respectively.

Wicklow Hills, which was closed in 1901, was re-opened in September and worked in conjunction with Nunyle, which was previously a Provisional School.

Waterfall was opened for the first time in February, and worked with Boorara until the last-named school was closed (31st August), when Waterfall was transferred to the Provisional Class.

Merredin and Nangeenan, two Provisional Schools in 1907, were made half-time schools from the end of April, 1908. Rockingham Beach having been closed in May, its companion school (Rockingham) was transferred to the Provisional Class.

In all eight half-time schools were opened for the first time during the year, viz., Edjudina, Yarri, Glentulloch, Winnigup, Hicks' Siding, Preston Mill, The Coast, South Wannamal; and Wicklow Hills, as previously mentioned, was re-opened. Four which were Provisional Schools in 1907 were transferred to this class. There were four schools transferred from this class to the Provisional Class, and two were closed before the end of the year.

Omitting the schools which were transferred to the other classes of schools, there were 36 schools in operation during the year, and 34 at the close of the year.

SPECIAL SCHOOLS.

At the end of 1907 there were nine of this class in operation. Onslow, which was closed in March, 1907, was re-opened in February, 1908, and Wyndham was opened for the first time in October.

No schools were transferred to other classes of schools, and none were closed.

There were thus 11 special schools in operation during the year, and the same number at the end of the year.

SPARSELY PEOPLED DISTRICTS OR HOUSE TO HOUSE SCHOOLS.

There were five of these schools in operation at the end of 1907. One (Pingin) was not re-opened. Koomberkine, which was closed in February, 1907, was re-opened in May, 1908, and closed again in October. Beenup, which was closed in 1901, was re-opened in February, 1908. In addition to these, new schools were opened during the year at Cherry Tree Pool, Eucla, Yuin, and Jourdie Hills.

Frankland River and Yallingup were transferred from the Provisional Class, and Marleyup was made a Provisional School. Thus there were 11 in operation during the year, and 10 at the end of the year.

STATE SCHOOLS.

Where an asterisk (*) appears it denotes that the Monitor acts also as Sewing Mistress. There are 14 such in this Table.

No.	School.	Staff at end of Year.							Number of Individual Scholars on Roll on Last School Day.			Average weekly enrolment of individual scholars.	Average daily attendance for period School was open.	Remarks.
		Head Teachers.		Assistants.		Monitors.		Sewing Mistresses.						
		Males.	Females.	Males.	Females.	Males.	Females.		Boys.	Girls.	Total.			
1	Albany	1	..	1	4	2	..	..	134	142	276	299	248	
2	Do. Infants'	..	1	..	2	..	..	..	74	67	141	134	115	
3	Armadale	1	..	..	2	1	..	..	48	55	103	104	88	
4	Baker's Hill	..	1	..	..	..	..	..	15	9	24	31	24	
5	Balingup	1	..	..	..	..	1*	..	22	8	30	36	31	
6	Bally Bally	1	..	..	..	..	..	..	11	13	24	26	19	
7	Bayswater	1	..	..	3	..	..	..	86	97	183	195	166	
8	Beaconsfield	1	..	2	4	..	2	..	174	156	330	364	328	
9	Do. Infants'	..	1	..	3	..	..	..	108	82	190	189	162	
10	Beechboro'	1	..	..	..	..	1*	..	24	18	42	47	39	
11	Bejoording	1	..	..	..	..	..	..	10	12	22	24	20	
12	Bellevue	1	..	..	2	..	..	..	67	57	124	122	110	
13	Belmont	1	..	..	1	..	..	..	49	36	85	95	82	
14	Beverley	1	..	..	2	..	..	..	63	52	115	120	102	
15	Bicton	..	1	..	..	1	..	..	18	26	44	43	36	
16	Bonnievale	1	..	..	1	..	..	..	28	22	50	57	47	
17	Boogardie	1	..	..	..	..	..	1	18	13	31	30	25	
18	Boulder	1	..	2	5	1	2	..	198	196	394	460	366	
19	,, Infants'	..	1	..	7	..	2	..	208	236	444	427	319	
20	,, Intermediate	..	1	..	3	..	1	..	98	102	200	208	165	
21	Do. South	1	..	2	6	..	1	..	244	211	455	471	384	
22	Do. West	1	..	..	3	..	..	..	106	120	226	216	174	
23	Boyanup	1	..	..	..	..	1	1	29	116	45	45	39	
24	Boyup Brook	1	..	..	..	..	..	1	10	20	30	30	24	
25	Bridgetown	1	..	..	1	..	..	..	31	32	63	67	54	
26	Brookton	1	..	..	..	..	..	1	15	19	34	37	29	
27	Broomehill	1	..	..	1	..	..	..	36	43	79	82	59	
28	Brown Hill	1	..	1	2	..	1	..	119	105	224	229	177	
29	Brunswick	1	..	..	..	..	1	1	30	17	47	47	38	
30	Buckland Hill	..	1	..	1	..	1	..	54	54	108	103	87	
31	Bullsbrook	..	1	..	..	..	..	..	9	16	25	27	20	
32	Bulong	1	..	..	..	..	..	..	16	6	22	23	19	
33	Bunbury	1	..	2	3	..	..	..	184	134	318	338	299	
34	Do. Infants'	..	1	..	3	..	..	..	89	84	173	158	133	
35	Burbanks	1	..	..	1	..	..	..	39	39	78	83	70	
36	Burswood	1	..	..	1	..	..	..	37	22	59	59	48	
37	Busselton	1	..	..	1	..	..	..	45	46	91	86	76	
38	Canning Mills	..	1	..	..	..	..	..	6	17	23	28	23	
39	Cannington	1	..	1	1	..	1	..	61	78	139	146	114	
40	Capel	1	..	..	..	..	1*	..	32	18	50	51	42	
41	Cartimeticup	..	1	..	..	..	..	..	10	12	22	24	21	

42	Chidlow's Well	1	..	..	1	..	..	..	28	31	59	61	46	
43	Claekline	1	..	..	..	..	..	1	20	11	31	31	25	
44	Claremont	1	..	2	5	..	1	..	201	169	370	387	344	
45	Do. Infants'	..	1	..	2	..	..	..	94	69	163	156	120	
46	Do. North	..	1	..	1	..	2	..	62	58	120	113	94	
47	Collie	1	..	1	2	..	1	..	141	126	267	248	196	
48	Coogee	1	..	..	..	..	..	1	24	18	42	40	34	
49	Cookernup	1	..	..	..	..	1	1	22	23	45	41	35	
50	Coolgardie	1	..	1	3	..	1	..	138	116	254	261	227	
51	Do. Infants'	..	1	..	1	..	2	..	71	67	138	125	99	
52	Cottesloe	1	..	1	4	..	2	..	195	158	353	351	314	
53	Do. Infants'	..	1	..	2	..	1	..	75	93	168	160	137	
54	Cranbrook	1	..	..	..	..	..	1	13	13	26	30	23	
55	Cuballing	1	..	..	..	..	..	1	13	12	25	24	17	
56	Cue	1	..	..	2	..	..	..	81	55	136	138	120	
57	Cunderdin	1	..	..	..	..	1	1	28	12	40	37	32	
58	Dandalup	1	..	..	..	..	..	1	20	22	42	40	33	
59	Davyhurst	1	..	..	..	..	..	..	27	19	46	48	39	
60	Day Dawn	1	..	..	3	..	..	..	100	107	207	211	178	
61	Denmark Mill	1	..	..	..	..	..	1	17	12	29	29	26	Closed 14th April, 1905. Re-opened 24th June, 1908.
62	Dingup	..	1	..	..	..	..	..	14	11	25	25	24	
63	Dongarra	1	..	..	..	..	1	..	31	21	52	47	38	
64	Donnybrook	1	..	..	..	..	2	..	58	50	108	119	97	
65	Drakesbrook	1	..	..	..	..	..	..	11	5	16	20	15	
66	Ferguson Upper	..	1	..	..	..	..	..	16	16	32	30	27	
67	Fremantle Boys'	1	..	6	..	2	..	..	311	..	311	345	307	
68	Do. Girls	..	1	..	6	..	..	..	..	278	278	311	271	
69	Do. Infants'	..	1	..	2	..	1	..	106	81	187	180	147	
70	Do. Intermediate	..	1	..	3	..	1	..	107	82	189	194	165	
71	Do. North	1	..	2	3	1	1	..	158	165	323	339	302	
72	Do. do. Infants'	..	1	..	2	..	..	..	68	64	132	131	113	
73	Geraldton	1	..	2	4	..	3	..	208	151	359	393	315	
74	Gingin	1	..	..	..	..	1	1	37	18	55	53	42	
75	Gosnells	1	..	..	1	..	..	1	35	22	57	53	47	
76	Grass Valley	..	1	..	..	..	..	..	18	16	34	37	27	
77	Greenbushes	1	..	..	3	..	..	..	89	62	151	183	158	
78	Do. Mill	1	..	..	..	..	..	1	19	17	36	37	28	
79	Do. South	..	1	..	..	..	..	..	13	16	29	33	30	
80	Greenough, Central	1	..	..	..	..	..	1	17	9	26	26	21	
81	Guildford	1	..	1	2	..	1	..	112	99	211	231	191	
82	Do. West	1	..	..	1	1	..	..	57	53	110	109	94	
83	Gwalia	1	..	..	..	..	..	1	29	24	53	44	35	
84	Hamel	1	..	..	..	..	1*	..	24	17	41	45	36	
85	Hamilton Hill	1	..	..	1	1	..	..	49	43	92	91	81	
86	Harvey	1	..	..	..	..	1*	..	28	28	56	58	46	
87	Hawthorne	1	..	..	1	..	..	..	45	30	75	71	61	
88	Heidelberg	1	..	..	..	..	..	1	14	13	27	24	20	
89	Highbury	..	1	..	..	..	..	..	19	10	29	27	21	
90	Highgate	1	..	3	6	1	1	..	226	275	501	532	472	
91	Do. Infants'	..	1	..	4	..	2	..	163	152	315	261	217	
92	Jandakot	1	..	..	..	1	..	1	19	15	34	37	27	
93	Jarrahdale	1	..	..	1	..	..	..	28	34	62	64	55	
94	Jarrahdale, No. 6 Mill	1	..	..	2	..	..	..	64	47	111	114	94	
95	Jennapulin	1	..	..	..	..	..	1	19	9	28	29	25	
96	Jolimont	1	..	..	1	..	..	..	38	27	65	62	55	

STATE SCHOOLS—*continued.*

No.	School.	Staff at end of Year.						Sewing Mistresses.	Number of Individual Scholars on Roll on Last School Day.			Average weekly enrolment of individual scholars.	Average daily attendance for period School was open.	Remarks.
		Head Teachers.		Assistants.		Monitors.								
		Males.	Females.	Males.	Females.	Males.	Females.		Boys.	Girls.	Total.			
97	Kalamunda	1	..	..	..	..	1*	..	28	23	51	48	36	
98	Kalgoorlie	1	..	2	6	1	..	..	225	197	422	441	369	
99	Do. Infants'	..	1	..	4	..	..	..	115	118	233	260	195	
100	Do. North	1	..	2	4	..	1	..	191	179	370	389	304	
101	Do. South	1	..	1	4	..	1	..	164	160	324	321	235	
102	Kanowna	1	..	..	3	..	1	..	87	84	171	181	155	
103	Karridale	1	..	..	..	..	..	1	10	15	25	28	25	
104	Katanning	1	..	..	3	..	..	..	82	63	145	154	129	
105	Kellerberrin	1	..	..	..	..	..	1	23	24	47	46	37	
106	Kelmscott	1	..	..	..	..	1*	..	37	16	53	52	43	
107	Kirupp	1	..	..	1	..	..	..	37	32	69	68	58	
108	Koogan	..	1	..	..	..	..	..	12	11	23	28	23	
109	Kookynie	1	..	..	2	..	..	..	70	62	132	122	107	
110	Kunanalling	1	..	..	..	..	..	..	17	12	29	28	25	
111	Kurawa	1	..	..	1	..	..	..	27	25	52	58	47	
112	Kurrawang	1	..	..	..	..	1*	..	30	27	57	55	48	
113	Lakeside	1	..	..	..	..	..	..	16	11	27	29	22	
114	Lancefield	1	..	..	..	..	..	..	10	10	20	30	24	
115	Laverton	1	..	..	..	..	..	1	13	15	28	32	25	
116	Leederville	1	..	1	2	..	2	..	112	103	215	219	189	
117	Do. Infants'	..	1	..	1	..	1	..	59	62	121	124	92	
118	Do. West	1	..	1	6	..	1	..	165	196	361	340	298	
119	Leonora	1	..	..	1	..	..	..	38	42	80	81	65	
120	Lime Lake	..	1	..	..	..	..	..	9	20	29	28	25	
121	Lion Mill	1	..	..	1	..	..	..	44	37	81	80	66	
122	Lucknow	1	..	..	..	..	..	..	26	20	46	42	34	
123	Malabaine	1	..	..	..	..	..	1	13	13	26	26	21	
124	Malcolm	1	..	..	1	..	..	..	31	27	58	54	47	
125	Mandurah	1	..	..	..	..	..	1	19	11	30	28	24	
126	Marbro	1	..	..	..	..	..	1	11	8	19	21	18	
127	Maylands	1	..	2	5	..	2	..	233	195	428	450	391	
128	Meckering	1	..	..	1	..	..	..	44	52	96	96	65	
129	Meekatharra	1	..	..	..	..	..	1	22	29	51	48	41	
130	Menzies	1	..	..	2	..	..	..	64	66	130	127	112	
131	Midland Junction	1	..	2	4	2	..	..	247	180	427	420	356	
132	Do. do. Infants'	..	1	..	2	..	1	..	68	82	150	159	130	
133	Mingenew	1	..	..	..	..	..	..	12	17	29	34	30	
134	Mogumber	1	..	..	..	..	..	1	16	11	27	28	22	
135	Moojebing	1	..	..	..	..	..	1	14	15	29	30	22	
136	Moonyoonooka	..	1	..	..	..	..	..	13	13	26	24	18	
137	Moora	1	..	..	..	..	1	1	28	31	59	50	29	
138	Mornington Mill	1	..	..	1	..	..	..	32	28	60	61	50	

139	Mount Barker	1	..	..	..	..	1*	..	24	28	52	50	43				
140	Mount Kokeby	1	..	..	..	..	..	1	17	14	31	32	29				
141	Mount Magnet	1	..	..	1	..	1	..	67	64	131	107	93				
142	Mount Morgans	1	..	..	1	..	..	..	41	45	86	84	74				
143	Mullewa	..	1	..	..	..	..	..	18	22	40	36	27				
144	Mundaring Townsite	1	..	..	..	..	..	1	17	29	46	36	31				
145	Mundaring Weir	1	..	..	..	..	..	1	10	13	23	26	21				
146	Mundijong	1	..	..	..	1	..	1	22	24	46	45	36				
147	Murrin	1	..	..	..	..	..	..	15	5	20	26	24				
148	Nabawah	1	..	..	..	..	..	..	8	12	20	26	21				
149	Nannine	1	..	..	..	..	..	..	26	17	43	47	39				
150	Nannup	..	1	..	..	..	..	..	17	13	30	25	21				
151	Narrogin	1	..	..	2	1	..	..	70	76	146	139	122				
152	Nebrikinning	1	..	..	..	..	..	1	5	19	24	23	23				
153	Newcastle	1	..	..	1	..	1	..	54	43	97	99	83				
154	Newcastle Street Senior †	1	..	3	3	1	1	..	193	197	390	425	356				
155	Newcastle Street Infants'	..	1	..	2	..	..	..	90	48	138	133	107				
156	Niagara	1	..	..	..	..	..	..	14	7	21	20	18				
157	Norseman	1	..	1	1	..	..	..	61	60	121	107	89				
158	Northam	1	..	2	4	..	2	..	201	160	361	354	301				
159	Do. West	1	..	..	1	..	..	..	33	51	84	78	66				
160	Northampton	1	..	..	..	..	1*	..	24	14	38	38	34				
161	Norwood	1	..	..	2	..	..	..	67	80	147	149	122				
162	Osborne Park	1	..	..	..	..	1*	..	32	25	57	50	42				
163	Paddington	1	..	..	..	..	..	..	19	20	39	41	34				
164	Parkerville	..	1	..	..	..	..	..	18	20	38	34	26				
165	Perth Boys'	1	..	10	..	1	..	..	493	..	493	531	482				
166	Do. Girls'	..	1	..	8	..	1	..	..	370	370	427	360				
167	Do. Infants'	..	1	..	5	..	2	..	198	145	343	317	258				
168	Do. Intermediate	1	..	1	4	..	1	..	199	159	358	352	305				
169	Do. East	1	..	3	3	..	1	..	148	186	334	360	307				
170	Do. do. Infants'	..	1	..	1	..	2	..	91	69	160	140	106				
171	Do. North	1	..	1	3	1	..	..	171	131	302	288	230				
172	Do. South	1	..	..	1	..	..	..	49	33	82	84	68				
173	Picton	1	..	..	1	..	..	..	27	40	67	65	61				
174	Pingelly	1	..	..	1	..	..	..	34	42	76	82	67				
175	Pinjarra	1	..	..	1	..	..	..	34	20	54	57	45				
176	Plympton	1	..	1	3	..	..	..	118	105	223	243	206				
177	Do. Infants'	..	1	..	2	..	3	..	107	108	215	196	159				
178	Popanyinning	..	1	..	..	..	..	..	12	14	26	36	26				
179	Princess Royal	1	..	..	..	..	..	1	17	10	27	30	25				
180	Ravensthorpe	1	..	..	2	..	1	..	50	53	103	125	105				
181	Redcliffe	1	..	..	..	..	..	1	24	24	48	45	40	Opened 21st September.			
182	Roelands	..	1	..	..	..	..	..	11	13	24	23	19				
183	Rosalie	1	..	..	1	..	1	..	39	45	84	90	74				
184	Sandstone	1	..	..	1	..	1	..	42	41	83	66	54				
185	Sawyers' Valley	1	..	..	..	..	..	1	18	16	34	37	27				
186	Serpentine	..	1	..	..	1	..	..	22	15	37	38	28				
187	Smith's Mill	1	..	..	1	..	..	..	32	32	64	64	51				
188	Somerville	..	1	..	..	..	1	..	29	26	55	46	35	Opened 1st August.			
189	Southern Cross	1	..	..	2	..	..	..	82	71	153	148	130				
190	Stirling	..	1	..	..	..	..	..	14	12	26	27	19				
191	Subiaco	1	..	3	6	1	2	..	251	258	509	542	498				
192	Do. Infants'	..	1	..	5	..	2	..	179	180	359	323	278				
193	Swan, Middle	..	1	..	1	..	..	..	32	32	64	70	57				

† Newcastle Street Boys' and Girls' Schools were amalgamated from end of September.

STATE SCHOOLS—*continued.*

No.	School.	Staff at end of Year.						Sewing Mistresses.	Number of Individual Scholars on Roll on Last School Day.			Average weekly enrolment of individual scholars.	Average daily attendance for period School was open.	Remarks.
		Head Teachers.		Assistants.		Monitors.								
		Males.	Females	Males.	Females	Males.	Females		Boys.	Girls.	Total.			
194	Tambellup	1	..	..	..	..	..	1	11	25	36	38	28	
195	Taylor's Well	1	..	..	..	..	..	..	11	12	23	27	19	
196	Tenterden	..	1	..	..	..	..	..	17	16	33	28	19	
197	Thomas Street	1	..	1	5	1	..	..	208	170	378	396	350	
198	Do. do. Infants'	..	1	..	3	..	2	..	129	110	239	223	184	
199	Tipperary	1	..	..	..	..	..	1	13	9	22	23	20	
200	Toodyay	1	..	..	..	..	..	1	19	13	32	31	28	
201	Trafalgar	1	..	..	3	..	..	..	121	109	230	242	195	
202	Victoria Park	1	..	1	3	2	..	..	170	137	307	303	241	
203	Wagin	1	..	1	2	..	1	..	100	98	198	206	164	
204	Waigerup	1	..	..	..	..	..	1	12	9	21	22	20	
205	Walkaway	1	..	..	..	..	..	1	14	11	25	25	21	
206	Wandering	1	..	..	..	..	..	..	13	18	31	26	20	
207	Waterfall	1	..	..	..	..	..	..	20	9	29	23	21	Opened 10th February.
208	Waterloo	1	..	..	..	..	..	..	13	18	31	29	22	
209	Waterous Mill	1	..	..	..	..	..	..	19	21	40	41	36	
210	Wellington Mill	1	..	..	1	..	..	..	49	49	98	95	81	
211	White Gum Valley	1	..	1	3	1	1	..	144	143	287	291	245	
212	Williams	1	..	..	..	..	1*	..	21	20	41	38	32	
213	Williamstown	1	..	..	1	..	1	..	64	45	109	115	92	
214	Woodanilling	1	..	..	..	..	..	..	20	18	38	34	30	
215	Woodlupine	1	..	..	1	..	..	..	47	53	100	91	74	
216	Woolgar	1	..	..	1	..	..	..	38	26	64	66	60	
217	Wooroloo	1	..	..	..	..	..	..	9	5	14	20	16	
218	Worsley Mill	1	..	..	1	..	..	..	36	45	81	85	70	
219	Yalgoo	1	..	..	..	..	..	1	18	16	34	31	25	
220	Yarloop	1	..	..	1	..	..	..	29	38	67	70	56	
221	York	1	..	..	2	..	..	..	78	84	162	171	135	
222	Do. Infants'	..	1	..	1	..	..	..	42	37	79	77	59	
	Totals	173	49	70	286	26	90	45	13,960	12,721	26,681	27,136	22,682	

PROVISIONAL SCHOOLS.

1	Aldinga	..	1	..	..	..	..	..	9	10	19	18	12	
2	Alma	1	..	..	..	..	..	..	9	6	15	16	13	
3	Applecross	..	1	..	..	..	..	..	8	10	18	19	17	
4	Argyle	1	..	..	..	..	..	..	8	4	12	17	15	Opened 3rd June.
5	Arrino	..	1	..	..	..	..	..	6	10	16	15	13	
6	Ashfield	1	..	..	..	..	..	1	14	16	30	25	20	

7	Augusta	..	1	..	..	..	..	..	8	7	15	14	11	Closed 20th August, 1907. Re-opened, 11th March, 1908.
8	Australind	..	1	..	..	..	..	..	9	10	19	18	16	
9	Balcatta	..	1	..	..	..	..	..	3	8	11	15	13	
10	Balladon	..	1	..	..	..	..	..	12	11	23	22	18	
11	Bardoc	..	1	..	..	..	..	..	7	4	11	14	13	Closed, 21st June, 1907. Re-opened, 10th February, 1908.
12	Barton	..	1	..	..	..	..	..	15	8	23	21	17	
13	Bedfordale	..	1	..	..	..	..	..	9	9	18	17	13	
14	Beverley East	..	1	..	..	..	..	..	7	15	22	21	18	
15	Do. North	..	1	..	..	..	..	..	4	8	12	13	12	
16	Bibra Lake	..	1	..	..	..	..	..	8	15	23	21	16	
17	Boolading	..	1	..	..	..	..	..	9	6	15	14	12	Opened 21st September.
18	Boranup	..	1	..	..	..	..	..	12	9	21	21	18	
19	Boyagarra	1	..	..	..	..	..	..	13	5	18	18	14	
20	Brookhampton	1	..	..	..	..	..	1	16	5	21	20	15	
21	Burnakurra	1	..	..	..	..	..	..	9	7	16	16	13	
22	Capel River	..	..	..	..	..	..	..	4	6	10	11	9	Closed 31st July.
23	Do. Upper	..	1	..	..	..	..	..	12	11	23	20	18	Opened 11th May.
24	Caroling South	1	..	..	..	..	..	1	15	4	19	21	15	
25	Carrolup	..	1	..	..	..	..	..	11	5	16	16	13	
26	Chapman	..	1	..	..	..	..	..	7	6	13	13	13	Closed 5th July, 1907. Re-opened 26th October, 1908
27	Chittering	1	..	..	..	..	..	..	8	10	18	14	12	
28	Clifton	..	1	..	..	..	..	..	9	5	14	14	13	
29	Conduin Pool	..	1	..	..	..	..	..	9	10	19	19	17	Opened 3rd August.
30	Coolup	..	1	..	..	..	..	..	9	12	21	22	17	
31	Do. West	..	1	..	..	..	..	..	9	6	15	15	12	
32	Coondle	..	1	..	..	..	..	..	9	8	17	16	14	
33	Crowther	1	..	..	..	..	..	1	11	10	21	23	19	Opened 30th March.
34	Cunjardine	..	1	..	..	..	..	..	7	4	11	12	10	
35	Dandarragan	1	..	..	..	..	..	..	6	8	14	14	12	
36	Dardanup	..	1	..	..	..	..	..	4	12	16	17	13	
37	Darkan	1	..	..	..	..	..	..	9	6	15	16	15	Opened 27th April.
38	Darradup	..	1	..	..	..	..	..	7	5	12	11	11	
39	Dinninup	..	1	..	..	..	..	..	9	10	19	19	14	
40	Doodenanning	..	1	..	..	..	..	..	7	10	17	17	14	
41	Doodlakine	..	1	..	..	..	..	..	6	11	17	17	15	
42	Dowerin	..	1	..	..	..	..	..	7	3	10	16	10	
43	Do. Townsite	..	1	..	..	..	..	..	6	7	13	13	11	Opened 2nd November.
44	Dumbleyung	..	1	..	..	..	..	..	16	7	23	24	20	
45	Duranilling	..	..	..	..	..	..	..	9	3	12	13	9	Closed temp. 20th July.
46	Elsternwick	..	1	..	..	..	..	..	7	18	15	16	7	
47	Englishfield	..	1	..	..	..	..	..	3	9	12	11	10	
48	Erindale	..	1	..	..	..	..	..	6	7	13	13	11	
49	Eulaminna	1	..	..	..	..	..	..	5	6	11	12	11	
50	Ewlyamartup	..	..	..	..	..	..	..	2	7	9	14	11	Closed 30th September.
51	Georgina	..	1	..	..	..	..	..	11	8	19	20	16	
52	Gilgering	..	1	..	..	..	..	..	6	7	13	14	13	
53	Gindalbie	1	..	..	..	..	..	..	10	12	22	16	13	
54	Glencoe	..	1	..	..	..	..	..	7	3	10	10	9	Opened 4th May.
55	Glenfield	1	..	..	..	..	..	..	10	10	20	20	16	Opened 28th January.
56	Glenlynn	..	1	..	..	..	..	..	5	6	11	13	10	
57	Goomalling	..	1	..	..	..	..	..	11	14	25	23	17	
58	Gnowangerup	..	1	..	..	..	..	..	8	8	16	16	15	Opened 10th November.

Staff and Attendance Return, 1908—continued.

PROVISIONAL SCHOOLS—*continued.*

No.	School.	Staff at end of Year.						Sewing Mistresses.	Number of Individual Scholars on Roll on Last School Day.			Average weekly enrolment of individual scholars.	Average daily attendance for period School was open.	Remarks.
		Head Teachers.		Assistants.		Monitors.								
		Males.	Females.	Males.	Females.	Males.	Females.		Boys.	Girls.	Total.			
59	Greenhills	..	1	..	..	..	..	..	15	8	23	24	19	
60	Greenough, North	..	1	..	..	..	..	..	10	12	22	22	19	
61	Do. South	..	1	..	..	..	..	..	7	11	18	18	14	
62	Hester	..	1	..	..	..	..	..	7	12	19	19	17	Opened 13th July.
63	Higginsville	..	1	..	..	..	..	..	5	6	11	11	10	Opened 26th October.
64	Hoffman Mill	1	..	..	..	..	..	1	12	8	20	19	16	
65	Hopetoun	1	..	..	..	..	..	..	13	9	22	23	21	
66	Hope Valley	..	1	..	..	..	..	..	12	8	20	21	16	
67	Indarrie	1	..	..	..	..	..	..	10	7	17	18	16	
68	Inkiepinkie Well	..	1	..	..	..	..	..	10	6	16	16	14	
69	Isseka	1	..	..	..	..	..	..	7	6	13	13	12	Closed 3rd July, 1907. Re-opened 18th May, 1908.
70	Jarrahdene	1	..	..	..	..	..	..	9	7	16	16	15	
71	Jumperding	..	1	..	..	..	..	..	10	4	14	14	12	
72	Jurokine	..	1	..	..	..	..	..	8	8	16	15	13	
73	Kadathinni	..	1	..	..	..	..	..	14	11	25	21	19	Opened 3rd November.
74	King River	..	1	..	..	..	..	..	9	7	16	16	12	
75	Kojarina	1	..	..	..	..	..	1	9	11	20	20	19	
76	Kojonup	..	1	..	..	..	..	..	11	12	23	24	18	
77	Kulyaling	1	..	..	..	..	..	1	8	8	16	18	15	
78	Kundip	..	1	..	..	..	..	..	9	12	21	22	17	
79	Lawlers	1	..	..	..	..	..	..	12	5	17	15	13	
80	Lennonville	..	1	..	..	..	..	..	2	12	14	21	16	
81	Lyall's Mill	1	..	..	..	..	..	..	11	6	17	17	16	
82	Malebelling	..	1	..	..	..	..	..	9	10	19	17	14	
83	Marleyup	..	1	..	..	..	..	..	10	5	15	14	13	
84	Marracoonda	..	1	..	..	..	..	..	6	13	19	19	17	
85	Marwongy	1	..	..	..	..	..	1	6	13	19	19	14	
86	Mean Mahn	..	1	..	..	..	..	..	8	14	22	22	19	
87	Minniging	1	..	..	..	..	..	..	12	12	24	24	18	
88	Momberkine	..	1	..	..	..	..	..	14	5	19	18	14	
89	Moonies Hill	1	..	..	..	..	..	1	8	8	16	16	12	
90	Mount Hardey	..	1	..	..	..	..	..	6	12	18	19	17	
91	Mount Sir Samuel	1	..	..	..	..	..	..	10	2	12	13	11	
92	Mourambine	1	..	..	..	..	..	1	21	13	34	24	19	
93	Muchea	..	1	..	..	..	..	..	5	8	13	14	11	
94	Mullalyup	1	..	..	..	..	..	1	10	11	21	19	18	
95	Murray West	..	1	..	..	..	..	..	4	3	7	11	9	
96	Nallian	..	1	..	..	..	..	..	7	6	13	12	11	
97	Narpyndyup	..	1	..	..	..	..	..	17	12	29	24	19	
98	Narra Tarra	..	1	..	..	..	..	..	10	13	23	20	15	
99	Newlands	..	1	..	..	..	..	..	10	3	13	14	11	
100	Newton	1	..	..	..	..	..	..	10	4	14	18	12	

101	Nigalup	1	..	..	..	..	..	..	9	4	13	14	11	
102	Oakabella	1	..	..	..	..	..	1	10	9	19	18	15	
103	Ornabullup	..	1	..	..	..	..	..	6	8	14	14	12	Opened 26th October.
104	Peak Hill	1	..	..	..	..	..	..	10	10	20	16	15	
105	Petercarring	..	1	..	..	..	..	..	7	7	14	14	12	
106	Pleasant Grove	..	1	..	..	..	..	..	6	4	10	11	10	
107	Popanyinning East	..	1	..	..	..	..	..	3	12	15	13	12	Opened 16th March.
108	Preston, Upper	..	1	..	..	..	..	..	7	6	13	12	12	
109	Quellington	1	..	..	..	..	..	..	9	5	14	16	14	
110	Quindalup	1	..	..	..	..	..	..	11	10	21	21	14	
111	Quindanning	1	..	..	..	..	..	..	11	14	25	24	22	
112	Rockingham	..	1	..	..	..	..	..	11	3	14	15	11	
113	Rockwell	..	1	..	..	..	..	..	8	5	13	12	11	Opened 27th April.
114	Roleystone	1	..	..	..	..	..	..	11	6	17	14	11	
115	Rose Hill	..	1	..	..	..	..	..	3	7	10	10	10	
116	Rottnest	1	..	..	..	..	..	..	10	6	16	14	13	
117	Rudds Gully	..	..	..	..	..	..	..	8	4	12	12	10	Closed 27th March.
118	Scott's Brook	..	1	..	..	..	..	..	9	12	21	23	16	
119	Seabrook	1	..	..	..	..	..	..	12	4	16	18	15	
120	Southern Brook	..	..	..	..	..	..	..	9	3	12	11	7	Closed 10th March.
121	Springside..	..	1	..	..	..	..	..	7	3	10	9	9	Opened 2nd December.
122	Strawberry	..	1	..	..	..	..	..	9	9	18	17	13	
123	Swan, Upper	..	1	..	..	..	..	..	9	12	21	22	19	
124	Do. West	..	1	..	..	..	..	..	10	7	17	20	15	
125	Tammin	..	1	..	..	..	..	..	12	9	21	21	13	
126	The Glen	..	1	..	..	..	..	..	6	12	18	19	14	
127	Thomson's Brook	..	1	..	..	..	..	..	9	6	15	15	14	
..	Three Springs	*See* Kadathinni.												
128	Toolbrunup	1	..	..	..	..	..	..	7	4	11	12	11	Closed 2nd August, 1907. Re-opened 19th Oct., 1908.
129	Torbay	..	1	..	..	..	..	..	6	6	12	13	13	
130	Do. Junction	1	..	..	..	..	..	1	17	11	28	27	20	
131	Tuckanarra	1	..	..	..	..	..	..	3	5	8	13	11	
132	Wagilin	..	1	..	..	..	..	..	7	8	15	15	14	
133	Wainering..	..	1	..	..	..	..	..	9	6	15	16	11	
134	Wardering Spring	..	1	..	..	..	..	..	9	6	15	16	11	
135	Wedgecarrup	..	1	..	..	..	..	..	12	12	24	25	16	
136	Whittaker's Mill	1	..	..	..	..	..	..	13	5	18	18	16	Opened 27th May.
137	Wiluna	1	..	..	..	..	..	..	9	6	15	15	11	
138	Wongamine	..	1	..	..	..	..	..	9	8	17	17	14	
139	Wonnerup	..	1	..	..	..	..	..	7	6	13	13	10	
140	Yarling	..	1	..	..	..	..	..	10	9	19	16	14	
141	Yerbillon	1	..	..	..	..	..	..	5	9	14	14	12	Opened 27th April.
142	Yilliminning	..	..	..	..	..	..	..	7	3	10	11	10	Closed 1st July.
	Totals	45	91	..	..	..	..	13	1,257	1,131	2,388	2,392	1,971	

HALF-TIME SCHOOLS.

1	Arthur River	1	..	..	..	..	..	..	8	10	18	17	13	
2	Tarwonga								5	5	10	10	8	
3	Bidaminnie	1	..	..	..	..	..	..	5	4	9	10	10	
4	Bootine								3	1	4	7	6	
5	Bindoon, North	1	..	..	..	..	..	..	5	4	9	9	8	
6	Do. South								6	4	10	11	11	

HALF-TIME SCHOOLS—*continued.*

No.	School.	Staff at end of Year.						Sewing Mistresses.	Number of Individual Scholars on Roll on Last School Day.			Average weekly enrolment of individual scholars.	Average daily attendance for period School was open.	Remarks.
		Head Teachers.		Assistants.		Monitors.								
		Males.	Females.	Males.	Females.	Males.	Females.		Boys.	Girls.	Total.			
7	Boorara	..	..	..	..	..	..	..	6	3	9	10	7	Closed 31st August.
8	Waterfall	..	..	..	..	..	..	..	Provisional School from 1st September.					
9	Carisbrook	..	..	..	..	..	..	..	8	3	11	11	8	
10	Preston Mill	..	1	..	..	..	..	..	11	9	20	14	12	Opened 3rd February.
11	Dale	..	..	..	..	..	..	..	2	5	7	8	7	
12	Dale River	1	..	..	..	..	..	..	4	7	11	12	10	
13	Edjudina	1	..	..	..	..	..	..	9	4	13	13	12	Opened 26th November.
14	Yarri	..	..	..	..	..	..	..	1	5	6	6	6	Opened 23rd November.
15	Gingin Brook	1	..	..	..	..	..	..	6	1	7	8	7	
16	Moore River	..	..	..	..	..	..	..	4	5	9	11	9	
17	Glentulloch	1	..	..	..	..	..	..	7	5	12	11	11	Opened 27th July.
18	Winnijup	..	..	..	..	..	..	..	7	5	12	12	11	Opened 22nd July.
19	Hicks' Siding	1	..	..	..	..	..	..	5	9	14	11	9	Opened 10th March.
20	Qualin	..	..	..	..	..	..	..	7	8	15	15	11	
21	Hotham	1	..	..	..	..	..	..	9	3	12	11	10	
22	Marradong	..	..	..	..	..	..	..	6	4	10	8	7	
23	Irwin	1	..	..	..	..	..	..	8	5	13	13	10	
24	Yardarino North	..	..	..	..	..	..	..	3	5	8	11	9	
25	Lake Jandabup	1	..	..	..	..	..	..	2	6	8	10	8	
26	Wanneroo	..	..	..	..	..	..	..	7	3	10	9	8	
27	Merredin	1	..	..	..	..	..	..	12	8	20	17	11	
28	Nangeenan	..	..	..	..	..	..	..	13	9	22	20	11	
29	Nunyle	..	..	..	..	..	..	..	5	5	10	11	7	
30	Wicklow Hills	..	1	..	..	..	..	..	7	7	14	12	11	Closed 30th August, 1901. Re-opened 24th Sept., 1908.
31	Riverside	..	..	..	..	..	..	..	3	4	7	7	7	
32	Perup	..	1	..	..	..	..	..	1	2	3	3	3	
33	The Coast	1	..	..	..	..	..	..	8	5	13	13	11	Opened 27th April.
34	Uduc	..	..	..	..	..	..	..	8	8	16	12	10	
35	Wannamal	1	..	..	..	..	..	1	13	10	23	21	17	
36	Do. South	..	..	..	..	..	..	..	6	4	10	9	8	Opened 14th May.
37	Rockingham	..	..	..	..	..	..	..	Provisional School from 1st May.					
38	Do. Beach	..	..	..	..	..	..	..	4	1	5	6	4	Closed 5th May.
	Totals	14	3	..	..	..	..	1	224	186	410	399	328	

SPECIAL SCHOOLS.

1	Claremont, Practising	1	..	1	1	..	1	..	69	69	138	136	117	
2	Broome	1	..	..	..	..	1*	..	20	12	32	36	29	
3	Carnarvon	1	..	..	1	..	..	..	31	18	49	60	45	
4	Cossack	1	..	..	..	..	..	..	9	7	16	16	13	

5	Derby	1	..	..	..	..	..	1	15	17	32	30	27			
6	Esperance	1	..	..	1	..	..	..	36	32	68	70	63			
7	Onslow	1	..	..	..	..	..	..	6	4	10	12	11	Closed 29th March, 1907. Re-opened 10th Feb., 1908.		
8	Port Hedland	1	..	..	..	..	..	1	14	15	29	27	23			
9	Roebourne	1	..	..	..	..	1*	..	19	14	33	31	26			
10	Sharks' Bay	1	..	..	..	..	..	1	9	12	21	22	19			
11	Wyndham	1	..	..	..	..	..	..	5	5	10	9	8			
	Totals	11	..	1	3	..	3	3	233	205	438	449	381			

HOUSE TO HOUSE SCHOOLS.

1	Beenup	..	1	..	..	..	..	..	..	3	4	9	8	Closed 31st October, 1901. Re-opened 17th Feb., 1908.		
2	Boyanup, North	..	1	..	..	..	..	..	3	9	12	10	10			
3	Burtville	1	..	..	..	..	..	..	1	7	8	12	10			
4	Cherry Tree Pool	..	1	..	..	..	..	..	3	7	10	14	12	Opened 29th January.		
5	Eucla	..	1	..	..	..	..	..	2	2	4	4	4	Opened 3rd August.		
6	Frankland River	..	1	..	..	..	..	..	4	5	9	10	8			
7	Freshfield	..	1	..	..	..	..	..	4	8	12	10	8			
8	Jourdie Hills	..	1	..	..	..	..	..	6	2	8	8	8	Opened 1st November.		
9	Koomberkine	..	..	..	..	..	..	..	4	6	10	10	8			
10	Yallingup	1	..	..	..	..	..	..	5	3	8	10	8	Closed 27th March, 1907. Re-opened 4th May, 1908. Closed 31st October, 1908.		
11	Yuin	1	..	..	..	..	..	..	7	1	8	8	7	Opened 10th February.		
	Totals	3	7	..	..	..	..	..	40	53	93	105	91			

SUMMARY.

	Staff at end of Year.						Sewing Mistresses.	Number of Individual Scholars on Roll Last School Day.		
	Head Teachers.		Assistants.		Monitors.					
	Males.	Females.	Males.	Females.	Males.	Females.		Males.	Females.	Total.
State Schools	173	49	70	286	26	90	45	13,960	12,721	26,681
Provisional Schools	45	91	..	..	..	..	13	1,257	1,131	2,388
Half-time Schools	14	3	..	..	..	..	1	224	186	410
Special Schools	11	..	1	3	..	3	3	233	205	438
House-to-House Schools	3	7	..	..	..	..	..	40	53	93
	246	150	71	289	26	93	62	15,714	14,296	30,010
	*396		*360		119					

* In addition to these numbers there were 6 male and 3 female head teachers and one male and three female assistants absent on leave at the end of 1908.

Table I.

A.—*Number of Schools in operation during the Year.*

Note.—In cases where schools have been transferred from one class to another, they are entered under the class to which they belonged on the last school day.

	1907.	1908.
State Schools	213	223
Provisional Schools	141	142
Half-time Schools	24	36
Special Schools	10	11
House-to-House Schools	7	11
	395	423
Increase for 1908	..	28

B.—*Number of School in operation at the end of the Year.*

	1907.	1908.
State Schools	212	222
Provisional Schools	133	137
Half-time Schools	22	34
Special Schools	9	11
House-to-House Schools	5	10
	381	414
Increase for 1908	..	33

Table II.

A.—*Schools opened or re-opened during 1908.*

School.	Date of opening.
State Schools—	
1. Denmark	Closed 14th April, 1905 ; re-opened 24th June, 1908
2. Redcliffe	21st September
3. Somerville	3rd August
4. Waterfall	10th February
Provisional Schools—	
1. Argyle	3rd June
2. Augusta	Closed 20th Aug., 1907 ; re-opened 11th March, 1908.
3. Bardoc	Closed 21st June, 1907 ; re-opened 10th Feb., 1908.
4. Boolading	21st September
5. Capel, Upper	11th May
6. Chapman	Closed 3rd July, 1907 ; re-opened 26th Oct., 1908.
7. Conduin Pool	3rd August
8. Crowther	30th March
9. Darkan	27th April
10. Dowerin Townsite	2nd November
11. Glencoe	4th May
12. Glenfield	28th January
13. Gnowangerup	10th November
14. Hester	13th July
15. Higginsville	26th October
16. Isseka	Closed 3rd June, 1907 ; re-opened 18th May, 1908.
17. Kadathinni (Three Springs) ..	3rd November
18. Ornabullup	26th October
19. Popanyinning, East	16th March
20. Rockwell	27th April
21. Springside	2nd December
Provisional Schools—*continued*—	
22. Toolbrunup	Closed 2nd August, 1907 ; re-opened 19th Oct., 1908
23. Whittaker's Mill	27th May
24. Yerbillon	27th April
Half-Time Schools—	
1. Edjudina	26th November
2. Yarri	23rd November
3. Glentulloch	27th July
4. Winnigup	22nd July
5. Hicks' Siding	10th March
6. Preston Mill	3rd February
7. Wicklow Hills	Closed 30th August, 1901 ; re-opened 24th Sept., 1908
8. The Coast	27th April
9. Wannamal, South	14th May
S.P.D. or House-to-House Schools—	
1. Beenup	Closed 31st Oct., 1901 ; re-opened 17th Feb., 1908.
2. Cherry Tree Pool	29th January
3. Eucla	3rd August
4. Jourdie Hills	1st November
5. Koomberkine	Closed 27th March, 1907 ; re-opened 4th May, 1908
6. Yuin	10th February
Special Schools—	
1. Onslow	Closed 29th March, 1907.; re-opened 10th Feb., 1908.
2. Wyndham	19th October

B.—*Schools closed during 1908.*

School.	Date of closing.	School.	Date of Closing.
PROVISIONAL SCHOOLS—		HALF-TIME SCHOOLS—	
1. Capel River	31st July	1. Boorara	31st August
2. Ewlyamartup	30th September	2. Rockingham Beach	5th May
3. Rudd's Gully	27th March		
4. Southern Brook	10th March	S.P.D. OR HOUSE-TO-HOUSE SCHOOLS—	
5. Yilliminning	1st July	1. Koomberkine	31st October

NOTE.—Newcastle Street Boys' and Girls' schools were amalgamated at the end of September, and are now conducted as one school under a Head Master.

TABLE III.

The following table shows the attendances in the various grades of Government Schools for the year 1908:—

—	Number of distinct schools in operation during year, as classified on last school day.	Enrolment of distinct scholars on last school day.			Average enrolment of distinct scholars.	Average Attendance.	Percentage of average attendance to average enrolment.
		Boys.	Girls.	Totals.			
1908							
State Schools	223	13,960	12,721	26,681	27,081	22,584	83
Provisional Schools	142	1,257	1,131	2,388	2,209	1,811	82
Half-time Schools	36	224	186	410	350	289	81
Special Schools	11	233	205	438	443	377	85
House-to-house Schools	11	40	53	93	93	80	86
Totals	423	15,714	14,296	30,010	30,176	25,141	83

TABLE IV.

Classification of Schools, as determined by their average attendance:—

—	No. in operation some time during year.		No. of Schools open at end of year.	
	1907.	1908.	1907.	1908.
Class I., average attendance, 400 and upwards	6	4	6	4
„ II., „ „ 300 to 400	15	18	15	18 + 1*
„ III., „ „ 200 to 300	20	19	20	18
„ IV., „ „ 100 to 200	36	38	36	37
„ V., „ „ 50 to 100	38	39	38	39
„ VI., „ „ 20 to 50	105	113	104	113
Provisional „ „ 10 to 20	144	145	135	140
Half-time Schools (where two contiguous schools maintain an aggregate average of 16)	24	36	22	34
House-to-house Schools (in sparsely-peopled districts)	7	11	5	10
Totals	395	423	381	413 + 1*

* Newcastle Street Boys' and Girls' were class III. and IV. schools respectively to the end of September, when they were amalgamated and conducted as one school; the average was equivalent to a class II. school, and is shown as such in this return.

Table V.

General Progress of Education from 1872 to 1908 inclusive:—

Year.	Government Schools.					Assisted Schools to 1895. Private Schools from 1896.			
	Number of Schools.	Number of individual Scholars on Roll on last School day (including schools closed during year).	Average enrolment for year.*	Average Attendance for year.	Percentage of Attendance to Enrolment.	Number of Schools.	Number of individual Scholars on Roll at end of year.	Average Attendance.	Percentage of Attendance to enrolment at end of year.
1872	60	2,338	..	1,637	70	13	1,137	763	67
1873	64	2,367	..	1,694	71	15	1,064	829	78
1874	66	2,586	..	1,836	71	18	1,244	936	75
1875	58	2,453	..	1,918	78	20	1,305	1,003	77
1876	58	2,475	..	2,004	81	22	1,389	1,097	79
1877	57	2,515	..	2,043	81	21	1,346	1,053	78
1878	68	2,684	..	2,056	77	19	1,386	1,041	75
1879	72	2,719	..	2,127	78	19	1,334	1,029	77
1880	67	2,719	..	2,102	77	19	1,327	1,006	76
1881	72	2,751	..	2,135	78	18	1,253	974	78
1882	75	2,894	..	2,234	77	17	1,157	939	81
1883	77	2,919	..	2,281	78	16	1,142	912	80
1884	74	3,052	..	2,241	73	16	1,221	926	76
1885	77	3,192	..	2,333	73	17	1,287	1,016	79
1886	73	3,169	..	2,322	73	16	1,339	1,024	76
1887	74	3,287	..	2,508	76	16	1,386	1,092	79
1888	77	3,262	..	2,533	78	16	1,417	1,126	79
1889	78	3,310	..	2,517	76	16	1,434	1,108	77
1890	82	3,352	..	2,535	76	19	1,662	1,283	77
1891	85	3,566	..	2,630	74	19	1,779	1,280	72
1892	96	4,032	..	2,902	72	21	1,941	1,422	73
1893	106	4,280	..	3,088	72	21	2,058	1,537	74
1894	116	5,037	..	3,552	71	21	2,381	1,815	76
1895	133	6,451	..	4,685	73	19	2,293	1,708	74
1896	150	9,008	..	6,470	72	56	4,032	3,074	76
1897	167	12,262	*11,493	8,976	78	58	4,546	3,612	79
1898	186	14,424	14,495	10,915	75	87	5,651	4,479	79
1899	207	16,053	15,689	12,465	79	83	5,812	4,359	75
1900	223	18,557	18,055	14,663	81	75	5,462	4,248	78
1901	242	20,548	20,277	16,423	81	77	5,810	4,645	80
1902	250	22,765	22,605	18,448	82	80	6,260	4,922	79
1903	270	24,267	24,532	20,283	83	92	6,757	5,618	83
1904	290	25,979	26,272	22,111	84	93	7,214	5,824	81
1905	335	27,978	27,966	23,703	85	99	7,353	6,128	83
1906	376	28,927	29,352	24,973	85	108	7,515	6,382	85
1907	395	29,074	29,679	24,950	84	112	7,639	6,358	83
1908	423	30,010	30,176	25,141	83	118	8,081	6,561	81

* Not ascertained previous to 1897.

Notes.—*Assisted Schools, etc.*—Up to and including 1895 the numbers given are those of the "Assisted" or State-aided Denominational Schools. By "The Assisted Schools Abolition Act," 1895, all grants in aid to these were abolished from the 31st December of that year. Thereafter, these schools ranked as "Private" schools as distinguished from "Government" schools. The figures for 1896 and onwards include all private schools, secondary as well as primary, though one of the former (the Perth High School) is subsidised by the State. The average attendance, and consequently, the percentage of attendance to enrolment at these schools, from 1896, is from figures supplied, but many of the returns forwarded are obviously incorrect.

Government Schools.—From and including 1897, the percentage of attendance to enrolment has been calculated on the basis of "average attendance" to "average enrolment."

Table VI.

Enrolment and Attendance for each Quarter and for the Year.

Quarters.	Number of individuals on roll on last school day.			Average enrolment of distinct scholars.	Average Attendance.	Percentage of average attendance to average enrolment.
	Boys.	Girls.	Total.			
First	15,661	14,228	29,889	29,846	25,196	84·42
Second	15,758	14,321	30,079	30,133	24,588	81·60
Third	15,929	14,485	30,414	30,256	24,904	82·31
Fourth	15,661	14,260	29,921	30,388	25,889	85·12
Year	...	...	...	30,176	25,141	83·31

Table VII.

The following table shows the ages of the children on the roll at the end of the years 1907 and 1908:—

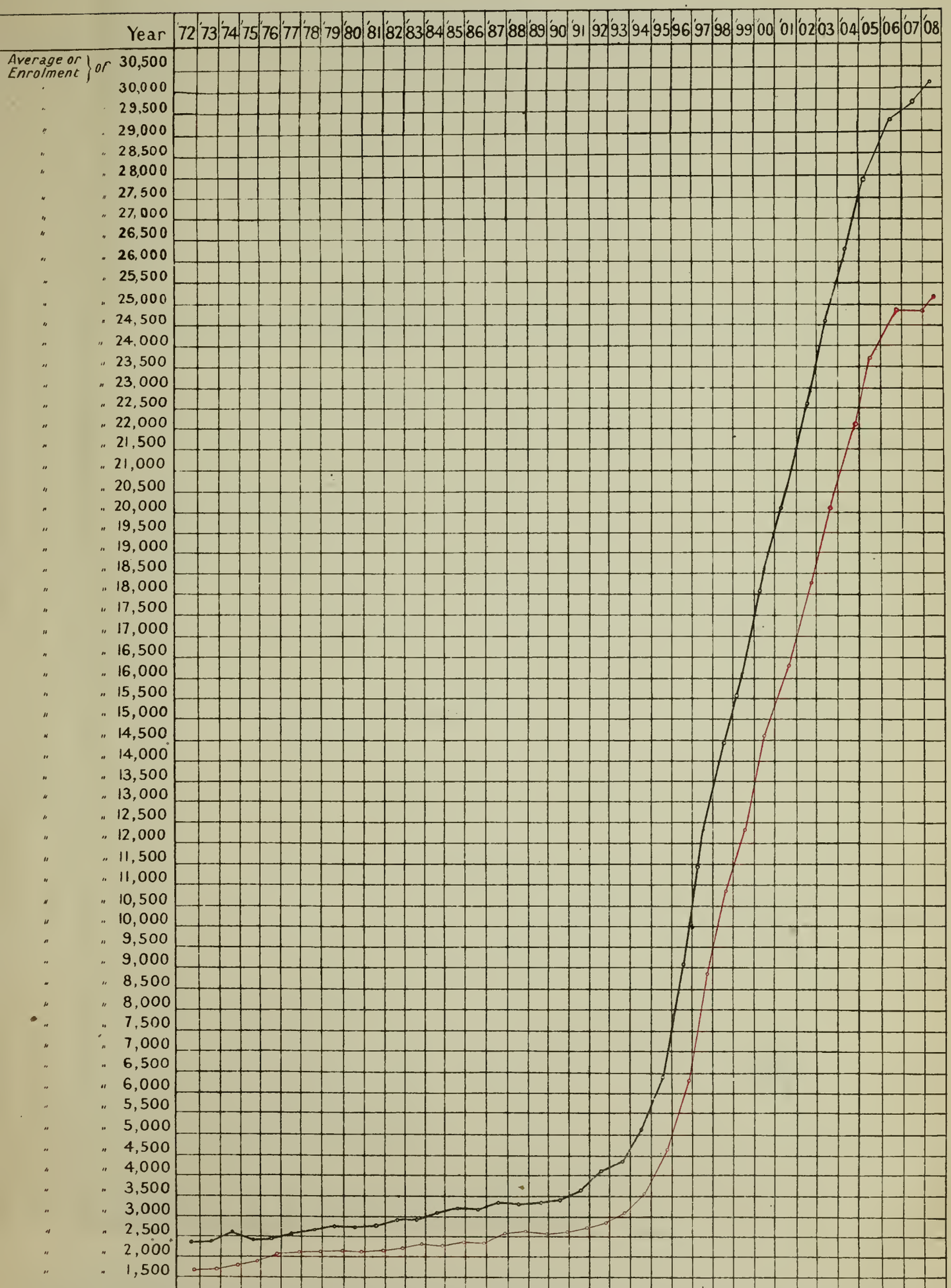
Year.	Boys.				Girls.				Total (Boys and Girls).				Over-age Children (over 16 years).*	
	Under 6 years.	6 to 14 years.	14 to 16 years.	Total.	Under 6 years.	6 to 14 years.	14 to 16 years.	Total.	Under 6 years.	6 to 14 years.	14 to 16 years.	Total.	Boys.	Girls.
1907	1,369	12,956	887	†15,212	1,197	11,676	863	†13,736	2,566	24,632	1,750	†28,948	18	62
1908	1,322	13,541	798	15,661	1,211	12,246	803	14,260	2,533	25,787	1,601	29,921	29	49

* These are not counted on the Rolls. A fee of 6d. per week is paid by each, the amount being retained by the teacher.

Note.—† Three schools with an aggregate of 25 children (15 boys and 10 girls) were closed during the fourth quarter, which explains the difference between these totals and those shown in Table VI.

Diagram showing the Enrolment and Average Attendance in Government Schools from 1872 to 1908

*Enrolment... Shown in Black.
Average Attendance „ „ Red.



Exact Figures for each Year

	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	00	01	02	03	04	05	06	07	08
Total Enrolm.t	2338	2367	2586	2453	2475	2515	2684	2719	2719	2751	2894	2919	3052	3192	3169	3287	3262	3310	3352	3566	4032	4280	5037	6451	9008	11493	14495	15689	18055	20277	22605	24532	26272	27966	29352	29679	30176
Average Attendance	1637	1694	1836	1918	2004	2043	2056	2127	2102	2135	2234	2281	2241	2333	2322	2508	2533	2517	2535	2630	2902	3088	3552	4685	6470	8976	10915	12465	14663	16423	18448	20283	22111	23703	24973	24950	25141

*From and including 1897, the percentage of attendance to enrolment has been calculated on the basis of "average attendance" to "average enrolment". From that year the average enrolment is shewn in lieu of the enrolment

Table VIII.

Showing the Number, Sex, and Classification of Teachers on 31st December, 1908.

	A1	A2	A3	B1	B2	C1	C2	Unclassified.	Monitors.	Sewing Mistresses.*	Totals.
Head Teachers:											
Males	11	11	8	64	21	74	14	49	..	..	252
Females	3	3	2	20	8	25	7	85	..	..	153
											——405 (*a*)
Assistant Teachers:											
Males	..	..	2	14	27	24	1	4	..	..	72
Females	..	..	1	33	37	139	15	67	..	..	292
											——364 (*a*)
Monitors:											
Males	..	..	..	..	..	..	..	..	26	..	26
Females	..	..	..	..	..	..	..	..	93	..	93
											——119
Sewing Mistresses:	..	..	..	..	..	..	..	..	..	62	62
Totals	14	14	13	131	93	262	37	205	119	62	950 (*b*)
Totals for 1907 ..	12	14	10	125	80	247	54	202	86	56	886

* 14 Monitors act also as Sewing Mistresses.

(*a*) Included in these numbers are six male and three female head teachers, and one male and three female assistants, who were on leave at the end of 1908. (*b*.) In addition to these numbers there were 13 male and 14 female teachers—taken chiefly from small schools—in residence at the Training College receiving a three-months' course of training. One of these—a male—who was on long service leave during this period, is included in the number of unclassified Head Teachers on the 31st December.

Teachers of Manual Training and Domestic Economy.

	Manual Training.	Domestic Economy.	Totals.
Organising Instructor and Inspector	1	..	1
Organising Instructress	..	1	1
Instructors in charge of centres	4	..	4
Instructresses in charge of centres	..	5	5
Assistants	3	..	3
Instructresses	..	4	4
Monitors	3	..	3
Totals, 1908	11	10	21
Totals, 1907	10	14	24

Normal School.

Principal	1
Assistants	2
Sewing Mistress	1
Total, 1908	4
Total, 1907	4

Table IX.

Orphanage Schools and Industrial Schools, 1908.

	Number of Individual Children on Roll last School Day.			Average enrolment for Year.	Average attendance for Year.
	Boys.	Girls.	Total.		
Clontarf Orphanage, Senior (Roman Catholic)	42	..	42	43	42
Clontarf Orphanage, Junior (Roman Catholic)	61	..	61	50	48
Perth Protestant Girls' Orphanage (Church of England) ..	1	41	42	43	39
St. Joseph's Orphanage, Girls' (Roman Catholic)	..	109	109	111	109
Glendalough Industrial (Roman Catholic)	48	..	48	57	54
Subiaco Industrial (State)	9	8	17	26	26
Swan Orphanage Boys' (Church of England)	96	..	96	92	92
Swan Native and Half-Caste Mission (Church of England) ..	9	17	26	26	25
Collie Industrial School, Boys' (Salvation Army), No. 1 ..	43	..	43	44	48
Collie Industrial School, Boys' (Salvation Army), No. 2 ..	48	1	49	53	48
Collie Industrial School, Girls' (Salvation Army)	..	47	47	47	42
Redhill Industrial School, Swan (Church of England) ..	12	..	12	11	10
	369	223	592	603	583
Ages of those on Roll—					
Under 6 years	16	20	36		
Between 6 and 14	298	187	485		
Over 14 years	55	16	71		
	369	223	592		

Statistics relating to Manual Training (Boys) and Household Management (Girls) Classes.

(For other particulars *see* pages 43 and 44.)

	Number of Scholars enrolled in Classes during the Year.	Number of distinct Scholars on Roll last school day.	Average enrolment for Year.	No. of half Days open.	Number of Classes held.	Total Attendances made.	Daily Attendance.	Remarks.
Boys' Classes.								
Woodwork—								
1. Albany	57	40	39	73	73	1,235	17	
2. Armadale	15	12	13	34	34	380	11	
3. Boulder	241	122	152	279	279	4,319	15	
4. Bunbury	58	36	38	81	81	1,452	18	
5. Busselton	10	10	10	32	32	294	9	Opened 27th April.
6. Claremont	122	100	99	209	209	3,788	18	
7. Coolgardie	87	49	41	82	82	1,513	18	
8. Day Dawn	20	12	12	40	40	433	11	
9. Donnybrook ..	21	12	12	47	47	475	10	
10. Fremantle	425	263	281	423	423	10,506	25	
11. Geraldton	91	60	61	69	69	1,679	24	
12. Gingin	15	12	12	70	70	691	10	
13. Kalgoorlie	268	176	190	354	354	5,506	16	
14. Katanning	27	14	16	39	39	504	13	
15. Leederville	322	209	213	344	344	7,594	22	
16. Midland Junction ..	191	120	134	295	295	4,908	17	
17. Mornington Mill ..	19	13	14	44	44	528	12	
18. Narrogin	36	19	20	89	89	1,652	19	
19. Newcastle	14	12	12	40	40	404	10	
20. Northam	33	32	32	64	64	929	15	
21. Perth, No. 1 ..	390	226	254	410	410	10,065	25	
22. Perth, No. 2 ..	387	242	268	413	413	9,431	23	
23. Picton .. .	11	8	9	61	61	482	8	
24. Pinjarra	17	11	11	79	79	771	10	
25. Wagin	24	12	11	83	83	771	9	
Total, 1908 ..	2,901	1,822	1,954	3,754	3,754	70,310	385	
Total, 1907 ..	2,921	1,813	1,938	3,907	3,907	74,321	387	
Girls' Classes.								
Cookery—								
1. Albany	52	23	20	88	88	663	8	
2. Boulder	135	57	59	105	105	1,698	16	Classes were suspended from 26th July, 1907, re-opened beginning 1908.
3. Claremont	161	22	60	166	166	2,231	13	
4. Fremantle	242	204	216	208	208	3,682	18	Classes held during second half of year only.
5. Kalgoorlie	109	24	44	121	121	1,261	10	
6. Leederville	172	67	59	170	170	1,976	12	
7. Perth	592	208	232	399	399	7,966	20	
Total, 1908 ..	1,463	605	690	1,257	1,257	19,477	97	
Total, 1907 ..	1,414	451	591	1,431	1,431	20,769	101	
Laundry—								
1. Albany	61	13	22	95	95	729	8	
2. Boulder	133	47	54	110	110	1,514	14	
3. Claremont	112	95	102	138	138	1,816	13	Opened 1st July, 1908
4. Fremantle	280	231	243	131	131	2,813	21	Classes held during first half of year only.
5. Kalgoorlie	162	70	61	122	122	1,618	13	
6. Leederville	188	58	65	163	163	2,186	13	
7. Perth	559	198	226	428	428	7,567	18	
Total, 1908 ..	1,495	712	773	1,187	1,187	18,243	100	
Total, 1907 ..	1,095	446	474	1,190	1,190	16,094	65	
Housewifery—								
1. Coolgardie	37	31	32	24	24	363	15	Opened 1st Oct., 1908
2. Kalgoorlie	57	50	53	33	33	490	15	Opened 1st Oct.. 1908
3. Perth	201	106	150	381	381	5,036	13	
Total, 1908 ..	295	187	235	438	438	5.889	43	
Total, 1907 ..	*271	125	159	403	403	5,661	14	

* One centre (Perth) only.

TECHNICAL AND EVENING SCHOOLS.

TECHNICAL.

At the end of 1907 there were nine centres in operation.

In March, 1908, classes were opened at Day Dawn. Those at Adelaide Street, Fremantle, were transferred to the South Terrace School in October.

There were thus ten centres in operation some time during the year, and nine at the close of the year.

EVENING.

There were five schools in operation at the end of 1907. Of these Bunbury, Jarrahdale No. 6 Mill, and Northam were not re-opened during 1908, and Maylands was closed in May.

New classes were opened at Kalamunda and Armadale in June and October respectively, those at the first-named place being discontinued from the end of October.

Four schools were in operation some time during the year, and two—Perth and Armadale—at the close of the year.

The following tabulation shows the number of instructors engaged at these classes, the number of pupils on roll, and the fees received during the year:—

TECHNICAL SCHOOLS.

	Number of Individual Students during term.			Number of Lecturers or Instructors.	Number of Subjects taught.	Number of Weeks open.	Fees received.	Total Number of Students in all Classes during each term.		
	Males.	Females.	Total.					Males.	Females.	Total.
					Perth.		£ s. d.			
First Term ..	415	124	539	26	68	10	690 4 2	539	124	663
Second Term ..	418	144	562	27	68	10	337 5 4	560	161	721
Third Term ..	402	131	533	35	67	10	255 9 0	532	142	674
Fourth Term ..	374	112	486	26	64	10	192 17 9	466	125	591
					Coolgardie.					
First Term ..	50	17	67	7	13	13	82 18 2	59	20	79
Second Term ..	57	14	71	7	13	13	67 8 6	62	20	82
Third Term ..	39	28	67	8	13	13	62 7 2	48	32	80
					Boulder.					
First Term ..	117	59	176	9	17	13	138 3 11	130	69	199
Second Term ..	124	67	191	9	19	13	157 1 3	143	70	213
Third Term ..	114	52	166	9	19	13	137 7 7	134	57	191
					Kalgoorlie.					
First Term ..	31	12	43	6	6	13	36 14 6	33	13	46
Second Term ..	33	15	48	5	5	13	35 15 6	35	16	51
Third Term ..	34	13	47	5	5	13	39 12 6	37	16	53
					Menzies.					
First Term ..	14	3	17	1	3	13	10 10 0	14	4	18
Second Term ..	18	2	20	1	3	13	11 15 0	18	2	20
Third Term ..	16	21	37	3	4	13	24 10 0	16	21	37
					Fremantle.					
First Term ..	84	49	133	8	11	10	61 6 6	89	52	141
Second Term ..	105	51	156	8	12	10	70 0 3	109	62	171
Third Term ..	109	60	169	8	14	10	71 15 0	114	63	177
Fourth Term ..	151	77	228	10	18	10	113 12 0	159	84	243
					Claremont.					
First Term ..	21	9	30	3	4	10	26 17 6	22	11	33
Second Term ..	19	12	31	4	4	10	9 15 0	20	15	35
Third Term ..	22	14	36	2	4	10	9 10 0	22	19	41
Fourth Term ..	21	13	34	3	4	10	9 12 6	22	13	35
					Midland Junction.					
First Term ..	37	..	37	4	6	10	14 5 0	39	..	39
Second Term ..	44	2	46	4	7	10	21 7 6	46	2	48
Third Term ..	36	4	40	4	7	10	18 8 0	38	4	42
Fourth Term ..	35	2	37	4	6	10	17 5 0	36	2	38
					Murchison (Day Dawn).					
First Term ..	65	..	65	4	5	13	48 5 0	90	..	90
Second Term ..	49	..	49	4	4	13	25 17 0	49	..	49
Third Term ..	26	..	26	4	5	13	14 16 6	34	..	34

EVENING SCHOOLS.

	Staff last School Week.			Number of Distinct Pupils on roll last School week.			Amount received in Fees during the year.	Remarks.
	Males.	Females.	Total.	Males.	Females.	Total.	£ s. d.	
Perth	4	..	4	76	10	86	129 10 0	
Armadale	1	..	1	18	5	23	4 4 8	Opened October.
Maylands	1	..	1	8	..	8	1 18 0	Closed May
Kalamunda	1	..	1	4	..	4	5 14 0	Opened June ; closed October.

Return showing Ages of individual Students on Roll at end of 1908.

	Males.			Females.			Both Sexes.			Totals.
	Under 18.	18 to 21.	Over 21.	Under 18.	18 to 21.	Over 21.	Under 18.	18 to 21.	Over 21.	
Technical Schools.										
Perth	180	83	111	41	23	48	221	106	159	486
Fremantle..	63	25	63	24	20	33	87	45	96	228
Coolgardie	12	11	16	10	8	10	22	19	26	67
Boulder	45	26	43	18	16	18	63	42	61	166
Kalgoorlie..	25	6	3	10	3	..	35	9	3	47
Menzies	8	6	2	2	2	17	10	8	19	37
Claremont..	18	3	..	12	1	..	30	4	..	34
Midland Junction ..	26	6	3	2	..	..	28	6	3	37
Murchison (Day Dawn) ..	2	3	21	..	..	..	2	3	21	26
Totals ..	379	169	262	119	73	126	498	242	388	1,128
Evening Classes.										
Perth	44	29	3	7	2	1	51	31	4	86
Armadale	12	2	4	4	1	..	16	3	4	23
Totals ..	56	31	7	11	3	1	67	34	8	109

GOVERNMENT EXHIBITIONS.

These were first instituted in 1897, when, on 1st July, regulations were gazetted offering eight, of the value of £25 each, for competition among candidates of either sex, between the ages of 14 and 18 years, who had resided in the State for at least two years. In 1898 the regulations governing these Exhibitions were altered. Five Senior Exhibitions, of the value of £25 each, and Five Junior, of the value of £15 each, were offered, subject to the same condition as to residence. In this year there was also an alteration in the mode of setting and examining papers. The results of the Adelaide University Junior and Senior Examinations were to decide the winners of the Junior and Senior Exhibitions respectively. In 1900 there was added to the other Exhibitions a University Exhibition of the value of £150 a year, tenable for three years, to be held at any recognised University in the British Empire. The competition for this is restricted to boys under 19 years of age who have completed three years' residence in the State. The award is made on the combined results of the Adelaide University Senior and Higher Public Examinations, but no marks are counted for any subject unless 45 per cent. of the maximum obtainable for that subject is obtained.

In 1901 the method of awarding Senior Exhibitions was brought into consonance with that for the University Exhibition, and for the Junior Exhibitions it was also decided to fix 45 per cent. as the minimum to be obtained in any subject, in order that the marks may count towards the Exhibition.

In 1904 the number of Junior Exhibitions was increased from five to eight.

In 1906 the regulations governing the abovementioned Exhibitions were amended.

The Senior Exhibitions are awarded on the combined results of the Senior and Higher Public Examinations of the Adelaide University.

Only seven subjects in the Senior Examination are taken into consideration. If a candidate sits for a larger number of subjects, the seven in which he obtains the best results are counted.

Two University Exhibitions are now awarded.

In, and from 1907, one of these will be given at the discretion of the Minister for proficiency in Science and Mathematics, provided that a candidate of sufficient merit present himself. These are awarded on the results of the Higher Public Examination of the Adelaide University.

For the Junior Exhibitions only the seven subjects in the Junior Examination of the Adelaide University in which a candidate obtains the best results are taken into consideration.

The following list shows the winners of these Exhibitions in 1908:—

GOVERNMENT UNIVERSITY EXHIBITIONS.

Frederick H. Bray—Scotch College.
*Karl Drake-Brockman — Guildford Grammar School.
**George S. Marshall—Scotch College.

SENIOR EXHIBITIONS.

William Caldwell—Scotch College.
Harry F. James—Guildford Grammar School.
***George S. Marshall—Scotch College.
John L. Dunstan—Scotch College.
Robert C. Crowther—Guildford Grammar School.
***Karl Drake Brockman — Guildford Grammar School.

JUNIOR EXHIBITIONS.

Edgar L. Bean—Scotch College.
Thomas LeCheminant—Christian Brothers' College.
Walter J. Price—Perth High School.
Thos. B. Conway—Christian Brothers' College.
Charles Craig—Scotch College.
Robert Walker—Scotch College.
Mary D. Donoghue—St. John of God Convent School, Kalgoorlie.
Ernest J. Mellows—Scotch College.
Kitty E. McGovern—St. John of God Convent School, Kalgoorlie.
The last two divide the exhibition.

*Resigned this Exhibition. **Awarded University Exhibition owing to Drake-Brockman resigning.
***Marshall's Exhibition awarded to Drake-Brockman.

The following table shows the results for the past twelve years :—

Year.	University Exhibitions.		Senior Exhibitions.		Junior Exhibitions.		Total Exhibitions.	
	Number awarded.	Number of Competitors.	Number awarded.	Number of Competitors.	Number awarded.	Number of Competitors.	Number awarded.	Number of individual Competitors.
1897	..	..	..	..	..	..	8	16
1898	..	..	5	5	5	8	10	13
1899	..	..	5	6	5	21	10	27
1900	1	*6	4	4	5	20	10	26
1901	1	*6	5	9	5	16	11	27
1902	1	†4	4	9	7	26	12	35
1903	1	‡13	5	13	5	23	11	38
1904	1	§11	5	21	8	40	14	62
1905	2	‖11	5	30	8	56	15	90
1906	2	**14	5	36	8	83	15	125
1907	2	**16	5	47	8	91	15	146
1908	2	***29	5	58	8	80	15	144
	13	101	53	238	72	464	146	749

* Four of these also competed for Senior Exhibitions, and are included under that heading.
† All these also competed for Senior Exhibitions, and are included under that heading.
‡ Eleven of these also competed for Senior Exhibitions, and are included there.
§ Ten of these also competed for Senior Exhibitions, and are included there.
‖ Seven of these also competed for Senior Exhibitions, and are included there.
** Eight of these also competed for Senior Exhibitions, and are included there.
*** Fourteen of these also competed for Senior Exhibitions, and are included there

THE RHODES' SCHOLARSHIPS.

These Scholarships are worth £300 a year each for a three years' course at Oxford. Australia receives eighteen of these Scholarships, one student to be selected from each State of the Commonwealth every year.

The sixth Western Australian scholar was elected at the beginning of the year 1909, the successful candidate being Thomas A. L. Davy, a pupil from the Perth High School, who is now studying at Oxford.

The selection committee for this State consists of His Excellency the Governor (in his private capacity), the Chief Justice, and the Inspector General of Schools

EFFICIENT PRIVATE SCHOOLS.

The following is a list of the Private Schools in the State which have been gazetted during 1908. These are not examined on the same basis as Government Schools. A few are gazetted as Schools at which Secondary School Scholarships may be held: the rest are only declared efficient for the purpose of the Act in Reading, Writing, Arithmetic, Spelling, and Geography.

A. *Schools at which Secondary School Scholarships may be held.*

1. Claremont—Scotch College.
2. Claremont—Girls' High School (Miss Parnell).
3. Claremont—Methodist Ladies' College
4. Guildford—Grammar School.
5. Highgate—Sacred Heart Convent High School, Mary Street.
6. Perth—The High School (*a*).
7. Perth—Christian Brothers' College.
8. Perth—Convent of Mercy Ladies' College, Victoria Square.
9. Perth—Perth College, Bellevue Terrace, The Mount (Sisters of the Church).
10. Perth—St. George's (Central) Girls' High School, Cathedral Avenue (Sisters of the Church).

B. *Schools Declared Efficient.*

Albany—Albany Grammar School (Otto Berliner)

Albany—St. Joseph's Convent High School, Aberdeen Street.

Albany—St. Joseph's Primary School, Aberdeen Street.

Beaconsfield—Sacred Heart Convent, Lefroy Road.

Boulder—All Hallow's Convent School.

Boulder—Preparatory School, 338 Burt Street (Miss Q. Peat).

Bridgetown—St. Brigid's Convent School.

Brown Hill—St. Brigid's Convent School.

Bunbary—St. Joseph's Primary School, Wittenoom Street.

Bunbury—Sacred Heart High School.

Bunbury—Girls' Grammar School, Bedford Hall (Miss L. E. Friend).

Bunbury, South—Rathmines Hall, Australind Road (Miss J. Johnson).

Bunbury, South—St. Mary's Convent School.

Busselton—Sacred Heart High School.

Busselton—Sacred Heart Primary School.

Carnarvon—Presentation Convent High School.

Carnarvon — Presentation Convent Primary School.

Claremont—Loretto Convent, Osborne.

Collie—St. Mary's Presentation Convent School.

Coolgardie—Convent of Mercy, Lindsay Street.

Cottesloe—High School, Irvine Street (Miss Nisbet).

Cottesloe—Star of the Sea Convent School.

Cottesloe Beach—Collegiate School, Broome Street (Miss G. Blackwell).

Cue—Dominican Convent School.

Day Dawn—Dominican Convent School.

Dongarra—Dominican College.

Fremantle—St. Joseph's High School, Parry Street.

Fremantle—St. Joseph's Girls' Convent School, Parry Street.

Fremantle—St. Joseph's Infants' Convent School, Parry Street.

Fremantle—St. Patrick's, High Street.

Fremantle — Christian Brothers' High School, Ellen Street.

Fremantle—Girton College (Mrs. M. Haines), Adelaide Street.

Fremantle—Miss Hancock, 64 Attfield Street.

Fremantle—Miss Peat, Girls' School, Temperance Hall, High Street.

Fremantle — Ladies' College, Caledonian Hall, James Street.

Fremantle, East—Richmond School for Girls, Canning Road (Miss L. Allen).

Fremantle, East—Sacred Heart Ladies' College, Tuckfield Street.

Fremantle, East—School of Mary Immaculate, King Street.

Fremantle, North—St. Anne's Convent School.

Geraldton—Presentation Convent High School.

Geraldton—Presentation Convent Primary School.

Gooseberry Hill—Kalamunda Grammar School (Mrs. Thursfield Cooke).

Greenough, North Back Flats—Presentation Convent School (St. Thomas's).

Greenough Back Flats—Presentation Convent School (Bootenal).

Greenough Central—Presentation Convent School.

Guildford—St. Mary's Convent.

Guildford—Miss Spurling, Helena Street.

Guildford—Girls' High School and Kindergarten, James Street (Miss Bailey).

Gwalia—Dominican Convent School.

Highgate—Sacred Heart Convent Primary School, Mary Street.

Highgate—St. Alban's Preparatory School, St. Alban's Hall (Sisters of the Church).

Kalgoorlie—Christian Brothers' College.

Kalgoorlie—High School for Girls, 34 Ward Street, Lamington Heights.

Kalgoorlie—St. Mary's Convent School, Dugan Street.

Kalgoorle—Merton School, Brookman Street East (Miss M. Watson).

Kalgoorlie—St. Patrick's Convent School, Piccadilly (Sisters of St. John of God).

Kalgoorlie South—St. Camillus Convent School, Salisbury Road.

Kamballie—St. Joseph's Convent School.

Kanowna—St. Patrick's Convent School.

Lawlers—Presentation Convent School.

Leederville—Arranmore Convent School, Marion Street.

Leonora—Dominican Convent School.

Menzies—St. Columbia's Convent of Mercy School.

Midland Junction—St. Brigid's Convent School, Newcastle Road.

Mount Lawley—Highgate Hill Seminary, 599 Beaufort Street (Miss C. Brown).

Newcastle—St. Aloysius Sisters of Mercy School.

Northam—St. Antony's Convent School.

Northam—St. Joseph's Convent School.

Northampton—Presentation Convent School.

Osborne Park—Seventh Day Adventists, c/o H. Ward, Hector Street.

Perth—St. Patrick's, Wellington Street.

Perth—Loretto Convent, Adelaide Terrace.

(*a*.) This School receives a grant of £1,000 from the Government, and is under the control of a Board nominated by the Governor in Council.

Perth—St. Joseph's Convent Girls' School, Victoria Square.
Perth—St. Joseph's Convent Infants' School, Victoria Square.
Perth—St. John's Protestant School (Evangelican Lutheran), 141 Fitzgerald Street.
Perth—"Cowandilla" Girls' School, 19 and 21 Ord Street (Misses Scott).
Perth—"Eumeralla" Girls' School, 59 Mount Street (Mrs. Gouly).
Perth—Hale House School, 5 Mount Street (Mrs. Jones).
Perth—Brisbane Academy, 247 Beaufort Street (Miss Palmer).
Perth—Queen's School, 46 Mount Street (Miss E. Simpson).
Perth—Ormiston Primer School and Kindergarten, 140 Palmerston Street (Miss C. E. Wilson).
Perth, South—St. Columba's Convent School.
Perth, South—Neeamarra School, Mechanics' Institute (Miss B. Orchard).
Perth, West—St. Brigid's Convent High School, 32 John Street.
Perth, West—St. Brigid's Convent Day School, 32 John Street.
Perth, West—St. Brigid's Convent Day School, Infants' 32 John Street.
Preston Upper—Seventh Day Adventists' Church School (Miss E. A. Clarke).
Southern Cross—St. Joseph's Convent School.
Subiaco—St. John of God Convent School.
Trafalgar—St. Ursula's Convent of Mercy School.
Victoria Park—St. Joachim's Convent School.
York—St. Patrick's Convent of Mercy, High School.
York—St. Patrick's Convent of Mercy, Primary School.
York—Girls' High School (Miss E. C. Jobson).

Note.—This list is not exhaustive, as there are other private "schools" where the number in attendance is below eight. These are not recognised by the Department as efficient schools, but the instruction imparted there may be deemed sufficient excuse for exemption from an attendance at an efficient school. In some other cases visits of inspection could not be paid before the end of the year.

RELIGIOUS INSTRUCTION, 1908.

A.—SPECIAL RELIGIOUS INSTRUCTION.

Return showing particulars of the Churches availing themselves of the provision of Section 18 of 57 Vict., No. 16.

Churches.	Number of Schools visited.	Number of visits made.	Total number in Average Attendance.	Number withdrawn in accordance with parents' written request.
Church of England	229	5,145	8,370	15
Methodist *	88	1,270	3,483	..
Presbyterian *	28	346	1,197	..
Congregational *	20	309	831	..
Baptist *	14	167	374	..
Roman Catholic	34	189	590	4
Church of Christ	4	91	139	..
Salvation Army	..	..	30	..
	†	7,517	14,924	19

† Special religious instruction has been given in 246 distinct schools.

NOTES.—*Denominations.*—When two or more Religious Denominations authorise the same Instructor or Instructors to give religious instruction, the children who attend such are entered in Records and Returns as if each such denomination formed a separate and distinct class.

* For convenience' sake, the heads of the Methodist, Presbyterian, Congregational, and Baptist Churches have agreed that clergymen belonging to any one of these denominations may be considered as the authorised delegate of the other three. Therefore, the attendance by a clergyman is credited to the denomination whose minister imparts instruction.

B.—GENERAL RELIGIOUS INSTRUCTION.

This instruction, which excludes dogmatic or polemical theology, is given in all schools. The number of children withdrawn from it, in accordance with the written request of parents, amounted to 1,744, made up as follows:—

Roman Catholic	1,500	Plymouth Brethren	4
Hebrew	108	Baptist	3
Church of England	37	Church of Christ	3
Seventh Day Adventists	29	Freethinkers	3
Methodist	17	Mohammedan	3
No Denomination	10	Christadelphian	1
Presbyterian	9	Congregational	1
Agnostic	8	Lutheran	1
Protestant	7		

COMMITTEES OF MANAGEMENT.

Return showing number of Meetings held and the attendances made by members during 1908 :—

—	Number of Meetings held.	Number of Attendances made.	Remarks.
Armadale	4	17	
Beverley	3	11	
Blackwood	*Nil*	*Nil*	
Boulder	10	67	
Broomehill	5	15	
Brookton and Westbrook	2	7	
Brunswick	4	17	
Bulong	3	11	
Collie	7	26	
Coolgardie	7	31	
Davyhurst	2	8	*Nil* during first half of year.
Derby	4	21	Not gazetted until June.
Donnybrook	*Nil*	*Nil*	
Esperance	2	8	
Fremantle	7	35	
Fremantle, North	No records	No records	
Geraldton	6	24	
Gingin	2	7	
Greenough	3	11	
Greenbushes	3	9	
Hopetoun	..	..	*Nil* first half. Return for second half not received.
Irwin	*Nil*	*Nil*	
Kalgoorlie	4	17	
Kanowna	6	28	
Katanning	4	20	
Karridale	1	3	*Nil* during first half of year.
Kojonup	*Nil*	*Nil*	
Kookynie	1	3	Board not gazetted until September.
Laverton	5	18	
Leonora	6	20	
Malcolm	*Nil*	*Nil*	
Menzies	5	17	
Mourambine	3	12	
Mt. Morgans	2	6	*Nil* during second half of year.
Murray	8	30	
Narrogin	3	9	
Norseman	*	*	
Northam	*Nil*	*Nil*	
Peak Hill	2	10	
Perth, South	*Nil*	*Nil*	
Plantagenet	8	27	
Ravensthorpe	5	19	
Roebourne	*	*	
Sharks Bay	*Nil*	*Nil*	
Southern Cross	*	*	
Swan	*Nil*	*Nil*	
Tambellup	2	8	Not gazetted until October.
Vasse	..	..	1 meeting, 3 attendances during first half of 1908. Return for second half not received.
Wagin	*Nil*	*Nil*	
Wellington	5	21	
Williams	*	*	
Wiluna	4	10	
York	4	15	

* Returns not received.

ACCOMMODATION.

At the close of 1908, in the Government School buildings in use, 36,290 "places" were provided, and in buildings not the property of the Department, 4,274.

For 1907 the numbers were 34,964 and 3,930 respectively.

The following are the particulars of the new accommodation provided in 1908:—

New School Buildings.

Place.	Accommodation.	Remarks.
Boogardie	52	Replacing hired building
Burswood	104	Do.
Crowther	36	New School
Cunderdin, South	39	Do.
Darkan	36	Do.
Elgin	36	Do.
Glencoe	39	Do.
Gnowangerup ..	36	Do.
Hester	36	Do.
Hopetoun	36	Replacing hired building
Moodiarrup ..	39	New School
Mt. Erin	36	Do.
Mundaring	52	Replacing hired building
Nalyeening ..	36	New School
Ornabullup ..	43	Do.
Redcliffe	54	Do.
Somerville	70	do.
Springside	36	Do.
The Glen	36	Replacing hired building
Three Springs ..	36	New School
Yerbillon	39	Do.
	927	

Additions and Alterations to existing Buildings.

School.	Places.	Remarks.
Boulder, South ..	53	
Buckland Hill ..	52	
Bunbury	52	
Claremont	60	
Day Dawn ..	109	
Derby	13	
Perth (Thomas Street Infants')	109	
Swan, Middle ..	52	
Woodanilling ..	16	
Woodlupine ..	52	
Woolgar	24	
	592	

Buildings not owned by the Department.

Name.	Accommodation.	Remarks.
Boolading	26	Private building
Capel, Upper ..	25	Do.
Cherry Tree Pool ..	23	Do.
Conduin Pool ..	34	Do.
Dowerin Townsite	181	Agricultural Hall
Edjudina	98	Do.
Eucla	12	Postal Department
Glentullock ..	16	Private building
Higginsville ..	43	Miners' Union
Jourdie Hills ..	11	Private building
Popanyinning, East	51	Do.
Preston Mill ..	39	Do.
Rockwell	36	Agricultural Hall
Waterfall	52	Miners' hall
Whittaker's Mill ..	31	Mill Company's building
Winnigup	62	Agricultural hall
Wyndham	54	Hall
Yarri	39	Private building
Yuin	26	Private building
	859	

Report of Mr. J. P. Walton, Chief Inspector of Schools.

I beg to forward for your information, my report for the year 1908.

The re-organisation of the Inspectors' Districts, made two years ago and rendered necessary by the increase in the number of schools, has been of great advantage. The District Inspectors have been able to give more time to individual schools, to suggestions as to methods of discipline and instruction, and as a result have had more opportunities of placing themselves in sympathy with the country teachers in their difficulties and comparative isolation.

My opinion, however, is that the re-organisation has not been a success so far as it relates to my work as Chief Inspector. During the last two years my time has been spent mainly in office work in Perth, much of it in dealing with correspondence with teachers and others, and the more important work of supervision of schools has been confined to occasional visits, few in number and far too hurried in character. It is, I think, absolutely necessary that the Chief Inspector should have ample opportunities of visiting the schools, of making himself acquainted with the teachers and their methods, and of ascertaining how far the ideal formed at headquarters has been fulfilled. Under present arrangements these duties cannot be carried out to the extent that their importance demands.

During 1908 some slight re-arrangement was necessitated by the unequal increase in the number of schools in the various districts, the increase being greatest in the Great Southern District. Two schools were transferred from the Great Southern to the South-Western District, five to the Eastern Goldfields, while six schools in the Northern District were included in the Sub-Metropolitan.

GENERAL.

In the following table will be found full details as to the progress during 1908:—

—	1907.	1908.	Increase.
Number of schools in operation some time during year	395	423	28
Number of schools in operation at end of year	381	414	33
Number of schools closed during year	14	*8+1	..
Number of schools not reopened during year	3	3	..
Number of schools (new) opened during year	29	35	..
Number of schools reopened during year	2	10	..
Enrolment of individual scholars at end of year	28,973	29,921	948
Average enrolment for year ..	29,679	30,176	497
Average attendance for year ..	24,950	25,141	191
Percentage of attendance to enrolment	84·07	83·31	·76

* Amalgamated.

Two points suggest themselves from a perusal of this table: First, that the increase (33) in the number of schools in operation at the close of the year is out of all proportion to the increase in the average enrolment (497), and, second, that there is a decrease in the percentage of Average Attendance to enrolment (.76) though there is an increase in the Average Attendance itself (191).

The first is explained by the fact that the increase in the schools is confined practically to small schools, principally in the agricultural districts. This renders the work of inspection much more difficult, as the inspection of a small school removed from any railway line, as most of these new schools are, occupies much more time proportionately to the number of scholars than the inspection of a large school. The encouraging features of this increase are that the new schools show that settlement on the land is proceeding rapidly, and that the Department is doing its utmost to provide means of education in districts more or less remote.

The second point, the slight decrease in the percentage of Average Attendance, is entirely due to the prevalence of epidemics. After an experience of Western Australia of nearly twenty years, I can say that in no previous year has the attendance been so affected by this cause as in 1908. Many schools have had to be closed for a considerable time, and the attendance, both before and after such closings, has been materially affected.

Teachers.

The table following gives the number of teachers in the employment of the Department at the close of the year:—

—	Males.	Females.	Total.
Head Teachers, 1907 ..	240	128	368
Do. 1908 ..	252	153	405
Assistants, 1907	79	297	376
Do. 1908	72	292	364
Monitors, 1907	14	72	*86
Do. 1908	26	93	*119
Sewing Mistresses, 1907 ..	..	56	56
Do. 1908 ..	..	62	62

	1907.	1908.
Totals (including Sewing Mistresses	886	950

* 14 Monitors also acted as Sewing Mistresses.

The increase in the number of Head Teachers is due entirely to the opening of new schools, most of them taught by a single teacher.

In addition to the 950 teachers (increase 64) as shown above there were 13 male and 14 female teachers, taken chiefly from small schools, in residence at the Training College receiving a three months' course of training. No school was closed during this training, as the places of the teachers referred to were filled by students from the Training College.

The opportunity thus given to study methods of instruction under expert instructors has been highly appreciated by the teachers, and will, I am confident, be productive of much good to the schools taught by them.

Inspection.

During 1908, 423 schools were open. Of these 396 were visited by an Inspector. Two hundred and fifty schools were visited more than once. Twenty-seven schools were not visited. The majority of these were not open when the Inspector was in the District. Two of the schools not visited were in out-lying districts, Eucla and Jourdie Hills. Eight of the nine schools in the North-West were visited. The school at Wyndham was not opened at the time of the visit.

Inspector.	Number of Schools in District.	Number of Schools Visited.
Walton, J. P. (Chief Inspector)	5	5
McCollum, J. H.	38	38
Robertson, R. Hope, M.A. ..	52	51
Gamble, R.	76	72
Clubb, Wallace, B.A.	53	49
Klein, J. A., M.A.	96	92
Wheeler, H. W.	94	81
Nor'-West Schools visited by Inspector Wheeler	9	8
	423	396

Of the schools visited, 23 per cent. were classified above standard, 40 per cent. up to standard, and 37 per cent. below. The last numbers included most, if not all, of the recently opened schools.

In addition to the visits paid by the Inspectors, I was able to visit 27 schools in various parts of the State. Some of these were special visits for the purpose of inquiring into complaints made by parents or others.

During the year I addressed the teachers at various centres, principally dealing with subjects in the curriculum, and at Kalgoorlie I was privileged to give a series of four lectures on Model Drawing as prescribed for our schools. In all these visits I was deeply impressed with the earnestness and enthusiasm of the teachers, and their evident appreciation of any effort, however slight, to assist them in their work. To show the anxiety of the teachers to avail themselves of any such opportunity, I would mention that over 90 per cent. of the teachers in the Kalgoorlie District were present at each of the lectures given as stated above, even though they were held out of school hours.

In connection with the inspection of schools an arrangement has been introduced by which it will not be necessary in future for Inspectors to write long reports containing not only the results of any examinations held, but a record of any suggestion made. A book entitled "Inspector's Suggestion Book" has been issued, in which the Inspector will record at the time of the visit the suggestions and instructions which he considers necessary. The report to the Department will give a summary in condensed form of the inspection results.

Classification of Children.

Out of every hundred scholars on the roll on the last school day of December, 1908, 28 were in the Infants, 31 were classified as in Standards I. and II., 25 in Standards III. and IV., and 16 in Standard V. and upwards.

It is only fair to say that if these percentages had been based upon the number of children on the roll at any other time of the school year, they would have shown a much greater proportion in the Upper Standards. By far the majority of withdrawals during the last six (6) months of the year take place in the Upper Standards after the age of 14 years has been attained.

Further, no one can reasonably expect to find anything like an equal number in each of the Standards; the lower Standards will continue to be the larger, and there will always be a falling off in the upper.

When children are admitted to schools at the same age; when on admission there is more equality in attainment and capability; further, when children are equal in physical strength and attend with the same regularity, then it may be possible for all to advance step by step, year by year. Under ordinary conditions this is impossible. But the falling off in the Upper Standards is, I think, greater than it should be, and the efforts of all concerned should be directed to increasing the number who do not leave our schools until they have passed through all the Standards.

The principal causes for this falling off are:—(1) Many children are admitted into schools after they are six years old, and some not until seven years. (2) Too much time is spent in going through the Infants' Classes.

The first is outside the teacher's action, perhaps not entirely outside her influence. A child, who has had no previous instruction, and who is nearly seven when admitted to school, has to spend a year at least in the Infants' Classes. He will thus be over eight years old when he is transferred to Standard I. As the curriculum prescribed for each Standard is considered to be a year's work for the average scholar, unless the child in question is much above the normal in ability, he cannot hope to reach Standard VII. before the age of fourteen, *e.g.*—Standard I., 8 to 9; II., 9 to 10; III. 10 to 11; IV., 11 to 12; V., 12 to 13; VI., 13 to 14; VII., 14 to 15. This pre-supposes that a Standard is passed each year, and that sickness or some other circumstance does not arise to retard progress.

The second can be regulated by the teacher responsible for the Infants. It has been very difficult to eradicate the idea that a child should spend a year in each of the three classes into which the infants are generally divided. The course prescribed for infants may be a three years' course for children admitted at the age of four years, but in the case of those who enter the school at six years or later it can be mastered by the ordinary child in much less time. It is no uncommon thing to find in Classes 2 and 3, children of two distinct stages of development and progress—one stage in which the children are ready for promotion, and one in which the work of the class is just commencing. The retention of these brighter children is not only detrimental to them, but is also a source of difficulty to the teacher, who finds it practically impossible to work the two stages of development together effectively. The natural result follows; the backward children do not receive—cannot receive would be a better term—the attention which they require. While classification by age merely is to be deprecated, there is no reason why children should not be promoted directly they have shown sufficient progress, and this not only at the close of the year, but at any time during the year.

Let it be remembered that for children of six years or more—

(1.) The Infants' Curriculum is not a three years' Course.

(2.) That it is still a general rule that children of ordinary ability should enter Standard I. at the age of seven years.

Additional Subjects.

With the permission of the Department Latin and French may be included in the Curriculum. The number taking these subjects during 1908 were French 327, Latin 231.

University Examinations.

Twenty-nine schools sent up children for the Adelaide Primary Examination, and eleven for the Junior. It is to be regretted that in a few subjects the curriculum set for these University Examinations is somewhat different from that prescribed for our schools. One very useful result to be hoped for from the establishment of a West Australian University is that the Syllabus for these examinations and the curriculum taught in our State schools may be brought more into line.

The successes in connection with the Adelaide University were more numerous than in any previous year, as will be seen from the following figures:—

Primary.

Perth Boys'	36
Kalgoorlie	21
Perth Girls'	16
Northam	13
Subiaco	12
Claremont	10
Cottesloe	9
Highgate	9
Boulder	7
Fremantle Boys'	7
Fremantle Girls'	5
Albany	4
Collie	3
Fremantle, North	3
Thomas Street	3
Beaconsfield	2
Cannington	2
Geraldton	2
Guildford	2
Maylands	2
Perth, East	2
Pingelly	2
Swan, Middle	2
Busselton	1
Kalgoorlie, North	1
Meekatharra	1
Menzies	1
Perth, North	1
White Gum Valley	1
	180

Total 1908.—29 schools, 180 successful candidates.
Total 1907.—25 schools, 161 successful candidates.

Junior—Public.

General Honours.

Under age.

33 (39) V. E. Kingsbury, Perth Boys' School.

49 (58) W. J. Cornish, Perth Boys' School.

The numbers in parentheses indicate what would be the positions if the under-age and over-age lists were combined and arranged in one list in order of merit.

Special Honours.

Arithmetic	13
Algebra	10
English History	8
Geography	8
English Literature	5
Geometry	2
Botany	2
Physiology	1

Totals.—1907, 34; 1908, 49.

The following are the numbers of those who passed in five or more subjects, and therefore receive a Certificate from the University:—

Perth Boys'	19
Perth Girls'	15
Kalgoorlie	8
Claremont	6
Northam	3
Subiaco	2
Fremantle Girls'	1
Highgate	1
Leederville, West	1
Meekatharra	1
Thomas Street	1
	58

Totals 1908.—11 schools, 58 successful candidates.
Totals 1907.—10 schools, 50 successful candidates.

Higher Public.

George S. Compton, Perth Boys' School, passed in Physical Geography and Geology.

Central Schools.

The Central Schools advocated for three years past were opened on the first school week in January, 1909. Into these schools have been collected from the surrounding schools all the children who are to take up the work for Standards VII. and Ex-VII. It will be possible now for these upper children to receive the full time and attention of a teacher, instead of being taught as formerly, in conjunction with Standard VI., and in many cases with Standard V. A change so important, involving in so many instances the breaking up of old associations and a certain amount of inconvenience, could not be expected to take place without some objections, but these have been remarkably few, and the scholars transferred have settled down to work in their new surroundings in a commendable spirit.

Just at first it is difficult for the Department to provide the special teaching power necessary if we are to reap from the scheme all the advantages which it is calculated to give.

As far as science is concerned a commencement has been made, and the Upper Classes in the Central Schools in James Street already receive regular instruction in Physics, in the Science Room in connection with the Normal School.

The other Central Schools will be provided with apparatus and material sufficient to commence an elementary course in Physics, and it is hoped that as

soon as possible facilities for further development in this direction will be available.

The teaching of Science is now considered a necessary part of the work of an Elementary School. The lower classes may be introduced to the subject in the ordinary class-rooms chiefly by means of what is termed Nature Study; but if the upper classes are to receive instruction which will be of real benefit to them facilities will have to be provided so that this subject may be taught by practical methods.

The establishment of these Central Schools will enable the Department to introduce the teaching of Science more economically and more efficiently than would have been possible while the upper children were taught in small groups in each of the large schools of every populous district. To quote a paragraph in my last Annual Report, "To provide apparatus and materials for efficient science instruction in each of our schools is not practicable. A separate room specially fitted up and equipped with suitable apparatus is necessary. While it would not be possible to have this in each school, it will be within the power of the State to make adequate provision for Science Instruction at each Central School." This task should be undertaken at once, and at each Central School a room should be fitted up with apparatus and materials suitable for the teaching of Physics, Chemistry, and Biology.

Instruction.

In the Report for 1907, I mentioned that Spelling was the one subject which did not show signs of progress. Several Inspectors have been able to report an improvement in this subject during 1908, but this improvement has not manifested itself in the papers of the candidates who came up for the Bursaries and Scholarships Examinations. In those examinations the spelling of many was very defective. The most encouraging part of these competitions was the good work shown in English. No less than 50 out of 127 children obtained over 60 per cent. in this subject in the Bursaries Examination, and only 9 fell below 40 per cent. Freehand Drawing, Writing, and Reading were also good subjects, Geography, Arithmetic, and Spelling were classed as fair. The greatest number of failures occurred in History, Geometrical Drawing, and Needlework (girls). The subjects may be arranged in order of success as under:—

1. Writing.
2. Reading.
3. Freehand Drawing.
4. Brushwork.
5. English.
6. Spelling.
7. Arithmetic.
8. Geography.
9. Geometrical Drawing.
10. Needlework.
11. History.

The various Inspectors in their previous reports, and in the report for 1908, have dealt exhaustively with these subjects, and have pointed out defects in methods of teaching, and suggested other methods by the use of which, in their opinion, improvement would be shown. It is, therefore, unnecessary to multiply suggestions. It will suffice to call the attention of the teachers to the defective subjects, and to urge on them to do their utmost to bring them up to the required standard of efficiency.

One remark is necessary on Arithmetic. Many of the failures in this subject are undoubtedly due to not recognising the importance of Mental Arithmetic. Whenever mental work is taken, and it should form a part of every Arithmetic lesson, the teacher should have a definite aim before him. Promiscuous questioning is to be deprecated, except now and again to test progress and to give opportunity for practice. The questions to be given should be carefully thought out beforehand, and while they should be varied in form, should have a direct bearing on the one rule under consideration.

The progress made in Freearm, Brushwork, and Freehand Drawing was satisfactory, and in the latter subject, introduced for the first time last year, was far beyond expectations. In Model and Geometrical Drawing there has not been the same advance. These two parts of the Drawing Syllabus perhaps require more direct study on the part of the teacher than the others. It is absolutely necessary that the teacher should be familiar with his subject, able to lead his children through each problem, to point out defects and show how they are to be remedied.

The drawing of Geometrical Models in itself is somewhat uninteresting, but when properly taught, it becomes one of the most popular subjects in the curriculum. It is really only a means to an end, which end is the training of the observation of proportion and appreciation of form. Therefore, objects of a similar construction to the model should be introduced directly the scholar can draw the model itself with fair proficiency. Children like to make drawings of *things*.

One error that has been made in the past by many teachers is that they suppose an intimate knowledge of perspective is necessary to Model Drawing. It is far better with young children to rely on observation, bringing in only such principles of perspective as are necessary, and certainly avoiding as far as possible all technical terms.

Each of the Geometrical Models should be taken singly, its principles explained, and then it should be drawn by the scholar from every conceivable point of view in order to discover every difficulty that may arise. The Model should be drawn with a clear, well defined line, and without shading, so that the principles involved may be more definitely observed.

Objects based on the Geometrical Model which is the subject of study, should be introduced before proceeding to deal with other models mentioned in the Syllabus. This adds interest to the exercise, and shows the pupil its utility. When the pupil sees that the power to draw a geometrical model gives him facility in sketching common objects, his interest is at once aroused.

Even where Model Drawing has been taught with some success, it is very rarely that the instruction in the School Curriculum, which requires that the model should be placed *above* the eye as well as *below*, is observed. This is very necessary, as otherwise the number of common objects at the disposal of the teacher will be somewhat limited.

It must be remembered that all the Drawing taught in our schools is to enable the child to *see* accurately and to give expression to his idea of what he has seen. It is, in fact, one mode and a very useful one, in which a child can express his ideas. We have all met with a pupil who could make but a poor attempt at word description either oral or written, but could

produce a drawing sufficiently accurate to express his thoughts.

The following quotation from Pestalozzi shows the important place he gave to drawing in his scheme of education:—

> "A person who is in the habit of drawing, especially from nature, will easily perceive many circumstances which are commonly overlooked, and will form a much more correct impression, even of such objects as he does not stop to examine minutely than one who has never been taught to look upon what he sees, with an intention of re-producing a likeness of it."

Much attention has been given during the year under review to the subject of Nature Study, which may be described as "the research method applied in a very elementary way to any branch of natural history." In Nature Study lessons the children are led to find out for themselves information which by other methods is told them by the teacher. They are thus taught to discover from the marvellous book of Nature ever open before them, truths and lessons, which, without this training, are written in an unknown tongue. As mentioned elsewhere, this is done in the upper classes by the experimental science lessons, and with the greatest effect in the laboratory where the children can perform their own experiments.

But in the lower and middle classes, there has been in the past very little opportunity for the children to exercise and cultivate their powers of observation and research. This want can be amply supplied by means of Nature Study.

In the last report it was pointed out that two of our teachers had spent the greater part of the year 1907 in Victoria attending a course of Nature Study work. During the past year these two teachers (Messrs. Hamilton and Milligan) have given lectures at 27 centres. The average attendance of the teachers at these lectures was 618. They have also visited 161 schools, and given instruction of a more practical nature than is possible in a lecture. In each district visited, field excursions have been held and the teachers, accompanied by the instructor, have studied plant and animal life, as they are expected to teach, by observation. The results of these lectures and visits are evident everywhere. Many teachers have taken up the method with enthusiasm, and wherever this has been done with skill and discretion, the children have become equally enthusiastic. As a consequence, not only are the children led to take an interest in their surroundings, but their general intelligence has been quickened, and, what is of great importance, school life has been made much more interesting and enjoyable.

There is no doubt of the popularity of this method of study, nor is there any question as to its usefulness in training habits of accurate observation. It may also be used in correlation with many other subjects, and there is perhaps no more pleasant and attractive method of assisting in the teaching of Composition, Spelling, and Drawing than by means of Nature Study. Where this is done, the children are encouraged to draw the objects under observation, to describe them orally at first, and then in written sentences

Head Teachers, when testing a class in its progress in Nature Study work, should not question as a rule on knowledge obtained in lessons already taken in the school. The best test of the work will be to give to each scholar a specimen and ask him to describe it orally or in writing, also to draw it either by free-hand or free-arm. The value of the work already taken will be apparent from these sketches and descriptions.

If the work is examined by questions on the previous lessons, the main object of Nature Study will not be attained, as the class teacher will be tempted to make the lessons mere information lessons in order to gain a good report.

Messrs. Hamilton and Milligan deserve the thanks of the Department for their earnest and successful work.

Physical Training.

Near the close of the year it was decided to provide an instructress in swimming for the girls in the Metropolitan Area. Miss Massey, of Claremont, was selected, and, during the early part of the present year (1909), classes were formed both for teachers and scholars, at Claremont and Fremantle. This privilege was obtained on the suggestion of the State Schools Amateur Athletic Association, which in this way has again proved its usefulness.

The systematic teaching of physical drill in our schools, aided materially by the incentives provided by the above Association, and further assisted by the good work done by those in command of the Junior Cadets—Major Andrews and Captain Hunt—has produced very satisfactory results. His Excellency, Sir Frederick Bedford, when addressing the children just before his departure from the State, made use of the following words:—

"It has always been a matter of pride to me at your gatherings to see the improvements that have taken place during the six years I have been here. The improvement in the way you hold yourselves is wonderful, but, of course, I recognised that that would be so. When once the heads of the Department started an association of this sort they were not going to let it go back. It cannot stand still; it must go on. You have reached a high standard of efficiency in the drills and exercises you carry out, and you must maintain that standard."

This criticism is especially valuable as coming from one who, during the past six years, has taken a deep interest in the youth of the State, and has had many opportunities of judging of the progress made.

The Perth Central and Practising Schools.

These schools, five in number, have been conducted with success during the year 1908. Four were reported as *above* the standard and one as *up* to standard. The teaching staff of each school has worked with enthusiasm and efficiency. The head teachers have received the hearty support of their assistants, and there has been an entire absence of anything approaching friction or discord. It is a pleasure to visit these schools, and their popularity is shown by the numbers in attendance. The number on the roll has increased by forty-six (46), though the Infants' School, which draws its scholars from a very limited area, was not so full at the close of the year as in 1907.

I should, however, like to see more progress in the direction of plant-growing, and the remarks on this subject in my last report are still applicable. The children should be encouraged to have their own growing plants, not only for decoration, but as objects to be observed from day to day. The development of these plants should be noted and recorded, and they should provide exercises in Drawing and Composition.

The following table gives the enrolment and attendance at these schools:—

Class of School.	School.	Enrolment last school day.			Average weekly enrolment.	Average daily attendance.	Percentage.
		Boys.	Girls.	Total.			
Special	Claremont Practising ..	69	69	138	136	117	86
I.	Perth Boys'	493	..	493	531	482	86
II.	Perth Girls'	..	370	370	427	360	
III.	Perth Intermediate	199	159	358	352	305	
III.	Perth Infants'	198	145	343	317	258	
		959	743	1,702	1,763	1,522	86

Industrial and Orphanage Schools, 1908.

	No. on Roll.	No. examined.
Subiaco Industrial (Boys and Girls) ..	17	—
Subiaco R.C. Orphanage (Girls) ..	110	108
Glendalough Industrial (Boys)	47	47
Clontarf Orphanage (Boys)	97	96
Perth Anglican Orphanage (Girls) ..	41	39
Swan Native and Half-caste Mission (Boys and Girls)	26	—
Swan Orphanage (Boys)	96	96
Collie Salvation Army—		
Industrial Boys No. 1 School ..	43	38
Industrial Boys No. 2 School ..	50	50
Industrial Girls School	48	48
Redhill Industrial (Boys)	12	12
	587	534

The Swan Native and Half-caste Mission School was not inspected owing to the prevalence of diphtheria at the time fixed for the visit. The Subiaco Industrial School was inspected early in the year. Of the schools examined one was classed as Excellent, two as Good, four Very Fair, one Fair, and one Weak. The Excellent school was the Subiaco Roman Catholic Orphanage for girls, which fully maintained its high reputation.

Manual Training and Household Management Classes.

Wood-work.—During 1908, 25 centres were in operation. Classes were opened at Busselton in April.

2,901 boys received instruction during the year, a decrease of 20 on the number for 1907. On the last school day of 1908 there were 1,822 on the rolls, as compared with 1,813 in 1907. The average enrolment increased from 1,938 in 1907 to 1,954 in 1908, and the daily attendance was 385 for 1908, as against 387 for 1907—a decrease of 2.

Cookery.—There were seven centres in operation during 1908. The Boulder Classes, which were suspended on 26th July, 1907, were re-opened at the beginning of the year. The classes at Fremantle were in operation during the second half of the year only.

1,463 girls received instruction, as against 1,414 in 1907—an increase of 49. The number on the roll at the end of 1908 was 605, and 451 at the end of 1907. The average enrolment increased from 591 to 690, and the daily attendance was 101 for 1907 and 97 for 1908—a decrease of 4.

Laundry.—Seven centres were in operation during 1908, as against five for 1907. Classes were opened at Claremont in July, and at Fremantle at the beginning of the year. The classes at the latter centre were opened during the first half of the year only.

1,495 girls received instruction during 1908 and 1,095 in 1907—an increase of 400. The number on the roll on the last school day was 712 in 1908, as against 446 in 1907. The average enrolment increased from 474 to 773, and the daily attendance from 65 to 100.

Housewifery.—Perth was the only centre in operation at the end of 1907. Two additional centres (Coolgardie and Kalgoorlie) were opened in October. 295 girls received instruction during 1908, as against 271 in 1907. The numbers on the roll on the last school day of 1907 and 1908 were 125 and 187 respectively. The average enrolment increased from 159 to 235, and the average attendance from 14 in 1907 to 43 in 1908.

	Centres.	
Manual Training ..	Boys	25—increase 1
Cookery	Girls	7
Laundry	Girls	7—increase 2
Housewifery	Girls	3—increase 2
Total Centres ..		42—increase 5

Summary.

—	1907.	1908.	Remarks.
Number of scholars who received instruction in Woodwork during the year	2,921	2,901	20 decrease
Number of scholars who received instruction in Cookery	*1,414	*1,463	49 increase
Number of scholars who received instruction in Laundry	*1,095	*1,495	400 increase
Number of scholars who received instruction in Housewifery	271	295	24 increase
Totals	5,701	6,154	453 increase

* These girls receive six months' instruction in Cookery, and the same in Laundry. The same girls are therefore represented in each case.

Regret was expressed last year that it had been impossible to increase the number of classes for Manual Training and Household Management. The same financial reasons have prevented much extension during 1908. One new centre for Manual Training was opened at Busselton, and the Household Management Centres at Claremont, Fremantle, and Kalgoorlie have been enlarged, and provision has been made for the teaching of Laundry at the first two, and of Housewifery at the last-named centre, but no new centres have been opened. Perth and Kalgoorlie now possess centres fully equipped for the teaching of the three Household Management subjects—Cookery, Laundry, and Housewifery. The old teachers' quarters at Northam have been converted into a Household Management Centre, and will be occupied during 1909.

The work done in these classes is considered an integral and important part of modern education. It would be easy to give quotations in proof of this statement, but it is unnecessary, because the popularity of these classes in Western Australia with both parents and pupils shows that their value has been fully realised and appreciated. The work displayed at the Annual Exhibitions in Perth has been of such excellence that all who have had the opportunity of examining it have expressed both their pleasure and their surprise. Under these circumstances, I would urge, as strongly as possible, that the benefits arising from Manual Training be extended to all schools of Class IV.—schools with an average attendance of 100 to 200—and that Household Management Centres for girls be opened at Bunbury, Midland Junction, and Geraldton during 1909.

The cost involved by the adoption of these suggestions would not be large, but the educational advantages resulting would be incalculable.

Technical and Evening Schools.

Technical.—At the end of 1907 there were nine centres in operation.

In March, 1908, classes were opened at Day Dawn. Those at Adelaide Street, Fremantle, were transferred to the South Terrace School in October.

There were thus ten centres in operation some time during the year, and nine at the close of the year.

Evening.—There were five schools in operation at the end of 1907. Of these Bunbury, Jarrahdale No. 6 Mill, and Northam were not re-opened during 1908, and Maylands was closed in May.

New classes were opened at Kalamunda and Armadale in June and October respectively, those at the first-named place being discontinued from the end of October.

Four schools were in operation some time during the year, and two—Perth and Armadale—at the close of the year.

The Perth Evening School has consisted of three classes during the year 1909—a small Advanced Class, an Elementary Class, and a Public Service Class. The last was very successful, the numbers growing so large that it had to be divided into two classes necessitating the appointment of an additional teacher.

The following numbers will give some idea of the work of the school:—

No. of individual students during the year ..	154
No. of individual students in last quarter ..	86
No. of Papers worked at the Annual Examination	336
No. of Papers securing passes with credit ..	48
No. of Papers securing ordinary passes ..	87

Examination of Teachers.

All applicants for employment as teachers who do not possess some recognised educational qualification have to pass an examination in the elementary subjects of school instruction.

Forty-three applicants were examined during 1908. Of these 25 passed, 3 failed completely, 2 withdrew their applications, and 13 were required to be re-examined in one or more subjects.

Certificate Examinations.

The Examinations for the various Certificates were held from the 5th to the 11th (inclusive). 135 teachers sat for one or more subjects compared with 92 in 1907.

The candidates for the various Certificates were as under:—

Centres.	"C"		"B."	"A."	Totals.
	Monitors.	Teachers.			
Perth	13	30	32	17	92
Kalgoorlie	..	5	5	5	15
Geraldton	..	7	1	4	12
Albany	..	3	..	3	6
Bunbury	..	5	1	..	6
Norseman	..	1	1	1	3
Roebourne	..	1	..	..	1
Totals, 1908	13	52	40	*30	135
	65				
Totals, 1907	5	38	28	21	92
	43				

* 30 individual teachers sat for the "A" Examination.

11	took one or more subjects in	Part I.
10	„ „ „	Part II.
9	„ „ „	Both Parts.
30		

The students of the second year in the Training College sat for the Departmental Examinations in Algebra (8), Arithmetic (29), Drill (28), Music (28), and Needlework (20), as arranged for the "B" classification.

The teachers completing the examinations were:—

"C" Certificate	13
"B" Certificate	7
"A" Certificate (Part I.) ..	3
"A" Certificate (Part II.)..	5
	28

Many teachers though not completing the examination passed in one or more subjects. The full details are given below:—

"C" Examination.

Sixty-five candidates sat for one or more subjects.
13 completed examination.
3 passed in all but one subject.
7 passed in all but two subjects.
40 others passed in a portion of the examination.
2 did not pass in any subject.

"B" Examination.

Forty candidates sat for one or more subjects.
7 completed the examination.
5 have passed in all but one subject.
26 passed in a portion of the examination.
2 did not pass in any subject.

"A" Examination
Part I.

Twenty sat for one or more subjects.
3 completed the examination.
5 passed in all but one subject.
1 passed in all but two subjects.
10 passed in a portion of the examination.
1 did not pass in any subject.

Part II.

Nineteen sat for one or more subjects.
5 completed the examination.
4 passed in two subjects.
3 passed in one subject.
7 did not pass in any subject.

Monitors' Examinations.

The examination of Monitors was held in December from the 8th to the 11th (inclusive). 167 attended the examination, an increase of nine over 1907.

They were examined at various centres as shown below:—

Centres.	Number examined.		Totals.
	Junior.	Senior.	
Perth	69	21	90
Kalgoorlie	35	3	38
Bunbury	13	..	13
Albany	5	2	7
York	5	1	6
Wagin	4	1	5
Cue	4	..	4
Geraldton	2	..	2
Norseman	1	..	1
Roebourne	1	..	1
Totals, 1908 ..	139	28	167
Totals, 1907 ..	119	39	158

Fifty-four Juniors and eight Seniors were successful in passing. (1907—35 Junior and 14 Seniors.)

Summary of Results.

Junior—

Passed	54
Obtained 60 per cent. of marks but failed in one or two subjects ..	17
Obtained 40 per cent. or over in each subject, but did not gain 60 per cent. of aggregate marks	4
Failed	64
Total	139

Senior—

Passed	8
Failed. To be Senior Monitors on Probation, and to take one or more subjects again in December, 1909..	10
Failed. To remain Junior Monitors during 1909, and take Senior Examination again in December, 1909 in certain subjects	3
Failed. Eligible for small country school	5
Failed	2
Total	28

The most successful candidates were as under:—

Juniors taking whole examination—
Malcolm Stewart, York School, 78 per cent.
Richard Hardwick, York School, 76 per cent.
John R. Leach, Beaconsfield School, 76 per cent.

Juniors who were excused in subjects in which they had passed the Adelaide Primary—
Thomas Sten, North Perth, 82 per cent.
Doris Turpin, Perth Girls', 80 per cent.
Doris Nicholls, Perth Girls', 78 per cent.

Seniors who took all subjects—
Marcus Anderson, Fremantle Boys', 63 per cent.

Seniors who were exempt in certain subjects—
Flora I. Thyer, East Perth, 77 per cent.
Florence Cook, Buckland Hill, 74 per cent.

Examination of Scholars.

Bursaries.—The examinations for Bursaries were held on the 29th and 30th of September. There were 115 entries, but 11 withdrew. The number who sat for the examination was 104 as against 88 in 1907. The following schools were represented:—

Perth Boys'	24
Perth Girls'	14
Subiaco	11
Kalgoorlie	10
Highgate	7
Cottesloe	6
Claremont	6
Fremantle Boys'	3
Albany	4
Thomas Street	3
Coolgardie	2
Boulder	2
Boulder, South	2
Newcastle	2
Newcastle Street Boys'	2
Beaconsfield	1
Bonnievale	1
Geraldton	1
Greenough, North	1
Kelmscott	1
East Perth	1
Total	104

Last year the competition was limited almost entirely to the larger schools, only one candidate coming from a small country school. In 1908 four country schools sent candidates. It is also pleasing to note that 21 schools competed, an increase of seven on the number last year.

Thirty Bursaries (value £10 each) were awarded. Successful candidates in order of merit:—

1. Edgar Clinton, Perth Boys'.
2. Bertram C. Cohen, Perth Boys'.
3. William P. Grose, Beaconsfield.
4. Alex. Maskiell, Cottesloe.
5. John S. Henzell, Newcastle Street Boys'.
6. Frederick H. Allen, Perth Boys'.
7. Alan D. Walters, Perth, East.
8. Eric E. Jones, Newcastle.
9. Dorothea West, Subiaco.
10. Benjamin Abraham, Perth Boys'.
11. Victor D. Courtney, Perth Boys'.
12. Dora Levido, Perth Girls'.
13. Eric J. Stephens, Coolgardie.
14. Chas. R. Bickford, Thomas Street.
15. Ivy S. Mawby, Perth Girls'.
16. Vera M. Edmiston, Subiaco.
17. Claude Ducas, Perth Boys'.
18. Melbourne Matthews, Kelmscott.
19. Edward A. Browne, Highgate.
20. James E. Paton, Perth Boys'.
21. John H. Snaden, Perth Boys'.
22. Irene Bray, Claremont; Francis C. Edmondson, Fremantle Boys'.
24. Roy E. Anderson, Perth Boys'.
25. Colin R. L. Skipper, Perth Boys'; Hugh H. King, Perth Boys'.
27. Rupert G. Sherlock, Perth Boys'.
28. Fred. J. Drown, Kalgoorlie.
29. Clayton K. Hawley, Highgate.
30. Frank K. W. Marshall, Coolgardie.

Secondary School Scholarships.

(Value £50 per year for four years.)

For these examinations, held on the 29th and 30th of October, 115 candidates entered and 114 candidates were present, an advance of 39 on 1907. The schools represented increased from 24 to 37, a very satisfactory feature.

The candidates came from the following schools:—

Perth Girls'	17
Perth Boys'	13
Geraldton	7
Beaconsfield	7
Highgate	6
Albany	5
Thomas Street	5
Midland Junction	4
North Fremantle	4
Subiaco	4
East Perth	4
Kalgoorlie	3
Newcastle Street Boys'	3
Wellington Mill	3
Boulder	2
Trafalgar	2
Southern Cross	2
Practising School	2
Lion Mill	2
Maylands	2
Swan, Middle	2
Bellevue	1
Claremont	1
Coolgardie	1
Carried forward	102
Brought forward	102
Dongarra	1
Greenbushes	1
Greenough, North	1
Fremantle Boys'	1
Hamilton Hill	1
Jandakot	1
Mingenew	1
Mornington Mill	1
Mundaring Townsite	1
Mt. Barker	1
Newcastle	1
Waigerup	1
St. Patrick's, Perth	1
Total	115

Twenty-three children obtained more than 60 per cent. of marks, and of these eleven qualified for Scholarships by gaining 66 per cent. or more of the possible marks. Eight of these were awarded Scholarships as under:—

1. Eric E. Jones, Newcastle.
2. Edward P. Clarke, Perth Boys'.
3. Edith M. Hurman, Highgate.
4. William P. Grose, Beaconsfield.
5. Muriel M. Beauchamp, Highgate.
6. John H. Snaden, Perth Boys'.
7. Robert A. McBeth, Kalgoorlie.
8. Florence E. Sedgman, Wellington Mill.

I am pleased to note that more than a dozen of the smaller schools sent candidates, and also that out of eight successful ones, two of them—the first and the eighth—came from country schools.

The interest taken in these examinations, open to the scholars attending elementary schools, was much greater than in previous years, as shown by the increase in the number of schools competing, and by the keenness of the competition.

I have already referred to the relative results in the various subjects of examination under the head of "Instruction." It is, however, advisable, to refer to the poor marks gained in History, Geometrical Drawing, and Needlework. The first subject affected boys and girls alike, the second reduced the marks of the boys, and the last, of the girls. Some of the papers in Geometrical Drawing gave one the impression that little or no teaching had been received, and the specimens of needlework worked by some of the girls seemed to suggest that preparation in this subject had been neglected. If the girls are to have an equal chance with the boys, the teachers must see that due attention is given to this important subject.

Exhibitions.

The preliminary examination was held on the 1st September. Sixty candidates sat, representing six Government and five outside schools.

On the result of this examination the fees (£1) of the first 10 on the list, and for the three who were competing for the Senior (30s. each) were paid by the Department.

In addition to the above the fees of 18 candidates for Junior exhibitions, 55 candidates for the Senior exhibitions, and six for the University Exhibitions only, amounting in all to £133 12s. 6d., were paid.

Eighty sat for the Junior exhibitions.

Fifty-eight sat for the Senior exhibitions; of these 12 were entrants for University exhibitions.

Eighteen sat for the University exhibitions.

JAS. P. WALTON.

23rd April, 1909.

Report of Mr. J. H. McCollum, Inspector of Schools.

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METROPOLITAN DISTRICT.

I have the honour to submit my report on the schools in the Metropolitan District for the year 1908.

At the end of the year there were thirty-seven schools in operation, classified as follows:—

Class I.	2
Class II.	7
Class III.	5
Class IV.	10
Class V.	5
Class VI.	4
Provisional	2
Half-time	2

The total average enrolment was 7,252, and average attendance 6,203, showing an increase of 172 over the average attendance of the previous year.

A new school was opened at Redcliffe, near Guildford, and the Newcastle Street girls' and boys' schools were merged into one mixed school under a headmaster.

One hundred and forty-one teachers and thirty five monitors were employed in the schools in the district.

The teachers were classified as follows:—

Class "A"	14
Class "B"	57
Class "C"	59
Unclassified ..	11
Monitors	35
Total—176	

In addition to the State schools in my district there were 36 private schools in operation. Of these, 29 were gazetted as efficient.

A new building was erected at Redcliffe and two new class rooms were added to the existing building at Thomas Street Infants' school.

New rooms are now required at North Perth, Gosnells, and Highgate Infants' schools. Main halls are necessary to complete the buildings at Thomas Street Senior, Thomas Street Infants', West Leederville, and Maylands schools.

The buildings generally are in good repair and well supplied with the necessary apparatus. Of course, minor alterations, slight repairs and re-painting may be necessary from time to time.

The increasing interest in the school grounds noted in my last report was more in evidence during the past year. Garden operations and experimental plots were more systematically and scientifically carried on. Doubtless some of the advance in this direction must be credited to the valuable advice and assistance given by Messrs. Hamilton and Milligan. The most gratifying feature is the increasing interest which the children take in their gardens and experimental plots. The added brightness to their school life must exercise a beneficial influence over their whole school career and home life.

There was a revival in tree-planting during the past winter. Speaking generally, the efforts have been, so far, very successful. There were cases of failure, but the cause was not far to seek, and could usually be found in the lack of interest which some teachers showed in the work. This was sometimes seen in two adjoining grounds (infants' and senior) where the trees in one ground were flourishing, while those in the next, under exactly similar local conditions, were either dead or struggling for existence. The strange part is that the infants' teachers are usually the most successful in this work.

I am confident that each year will mark a further advance in beautifying school grounds, and instead of being the most unsightly they will become the most picturesque spots in the neighbourhood.

Gosnells Model Small School, Subiaco Senior, Claremont Senior, and Cottesloe Infants' deserve special mention for the good work done in their school gardens.

Wanneroo and Lake Jandabup Half-time schools (closed during the last month of the school year owing to an epidemic of measles) were visited only once. The model small school at Gosnells was visited several times during the year, although it received only one formal visit of inspection.

With these exceptions all schools in the district received two regular inspection visits. Incidental visits were also made to a large number of schools. During the second visit some time was spent in testing the work of the pupils, but owing to the large number in the district it was not possible for me to do this as fully as I wished. English and some of the branches of Mathematics were, however, tested in nearly every instance. Where time permitted the children were examined in a number of other subjects in order to form an estimate of the treatment of these subjects by the teacher.

A steady advance is noted in the organisation of the schools generally. The class registers are for the most part well kept, and the records, with a few exceptions, absolutely reliable. Programmes and time tables are usually satisfactory. The weakest point is, perhaps, the classification of the pupils. In the case of the average pupil who attends school regularly the classification is, as a rule, correct, but should a pupil happen to be duller or brighter than the average, the classification is usually faulty. In the one case he is classified too high, in the other too low. The trouble seems to arise from the conservatism of a large number of teachers—a conservatism which they themselves never suspect and which has probably originated in the old tacitly accepted tradition that a child must spend a year in a standard, or if he happens to be a little duller than the average, then two years, never by any possibility a year and a half; in any case, no matter how brilliant he may be, he must not get through the work in less than a year. The same attitude of mind is shown in the attempt made by some to classify according to age—a most unscientific and unprofessional proceeding. There might be some excuse for teachers who worked for years under the old "results" system of examination adopting these methods of classification or at least finding it difficult to put aside what they have been accustomed to look

upon as the best means of obtaining good results—not necessarily the best in the interest of the individual child; but there can hardly be any excuse for a large number of our head teachers who adopt either wholly or partially this system of classification, seeing that the great majority are comparatively young, progressive, and ready to welcome any change in the interest of education generally.

The more modern method in which the mental and physical development of the children are of primary importance is, however, steadily gaining the ascendancy, although old habits or customs "die hard."

Another matter worthy of notice happily found in a few schools only, is the faulty classification of children coming from other State schools or from private schools. It is often difficult to discover on what basis the classification has been awarded. Arithmetic is usually put forward as the only subject tested and the child is placed in a certain class according to proficiency in that subject.

With regard to class organisation, two errors are still made—(1) the grouping of children of unequal attainments in English and Arithmetic, and (2) the too minute division of the teacher's time, when taking two or more groups, between the various groups, i.e., five minutes to one group, then five minutes to another group and so on, leading to scrappy and confused teaching. The first error is now seldom met with in a good school. Under fairly skilful teachers, the method of teaching a class in two groups in the subjects mentioned has proved very successful. In the case of an indolent teacher or of a teacher who does not possess the power of securing silent and effective work in one group while he is engaged on an oral lesson with another group, this plan of class organisation has not proved so successful.

The second error—the too minute division of the teacher's time between the various groups in his class—is usually found in the smaller schools where one teacher has two or more different standards in his class, and often arises from over-anxiety on the part of the teacher. He is eager to offer help to his pupils, hence as soon as even the shadow of a difficulty appears, he leaves the division of the class with which he is actively engaged at the moment to explain something to another division instead of dealing in a separate lesson with difficulties which the children have failed to overcome by themselves.

The head teacher's suggestion book issued at the commencement of the current year should be a valuable aid to both head teachers and assistants. A head teacher will now have an opportunity of putting his advice to his assistants in writing—oral advice may be forgotten at times. He will make suggestions with regard to (a) the best arrangement of the details of the class work with a view of remedying defects and securing the best efforts of the pupils; (b) the preparation of lessons by the class teacher, and (c) any other matter which he may think necessary in the interests of the school, the pupils, and the class-teacher.

It is pleasing to be able to report that a number of head teachers notified me at the end of the year of their intention to promote the class teacher with his class. I am confident of the success of the experiment in the majority of cases and hope to see it more generally adopted as it would ultimately aid in the solution of the difficulty of obtaining a sufficient number of capable teachers for the senior classes. It must be clearly understood that I am not recommending that this plan be universally adopted, or that it is suggested that teachers who have specialised in infants' work should pass on to the work of the senior school. I certainly do think that a teacher in an infants' school should be prepared to take any class in that school, that a teacher who has devoted special attention to the junior classes of the senior school should be prepared to take any class in the junior division and, in some instances, may even pass on to the middle and senior divisions, and those who take a class in the middle division should aim at being able to pass upwards with their class to the senior division. There are, of course, instances where teachers are, by Nature, more fitted for work in the junior or middle or senior division, as the case may be, still such instances are not so common as at first glance one might suppose.

The question of staffing the larger schools seems to present the same difficulties year after year. The apparent inability of a large number of our younger teachers to manage a class of senior children appears to become more instead of less acute each year. The head teachers in the Metropolitan District concur in this opinion. The usual request at the end of the year was "try and send me one or two good teachers for the upper standards" (Standards V. and VI. are included in the term "upper"). The district inspector finds himself in a difficulty. If he recommends the transfer of a suitable assistant to one school he does not know where to look for another to replace the one transferred. Hence to strengthen the staff of one school often means to weaken the staff of another.

The proportionately small number of men students who pass through the Training College and the number of women students who must necessarily specialise for infant teaching accentuate the difficulty. It is only fair, however, to add that a percentage of the younger women teachers do excellent work in the senior classes.

Whilst dealing with the question of staff, a word of praise is due to the ex-students of the Normal School. The year under review was the first in which students passing through that institution took up their duties as full-time monitors in the schools. Almost without exception the practical work done by these young teachers was much above the average of that under the old system of monitors. Their attitude towards their work was the right one; they were eager to master the details of class management, industrious, and trustworthy. Doubtless the Normal school has materially assisted in solving the question of obtaining a suitable class of young teachers.

The discipline and tone of the schools, as a whole, reflect credit on the personal influence of the head teachers. Complaints from parents or others were exceedingly rare and the few that were made proved either hasty or frivolous when investigated. The conduct of the pupils in the school and grounds has been excellent. The work of the State Schools Amateur Athletic Association is making itself felt in raising the tone and improving the discipline. The exhilarating feeling engendered by the contest of individual with individual and of group with group, the sense of fair play and the dislike of anything approaching meanness or injustice which is fostered, must make for strength of character, apart from the benefits derived from the necessary physical culture. The extension of school and class libraries by providing healthy reading is of great ethical value, more especially in the case of the senior pupils. The more general attention directed to Nature Study, and the

greater interest now taken in the school gardens all tend to raise the tone.

Occasionally a young class teacher finds some difficulty in securing the attention of his pupils during a lesson. It is usually found in such instances that the teacher has taken up the lesson without due preparation or thought, and so fails to make it either clear or interesting to the children, who can scarcely be blamed for growing restless under such an infliction.

The impression that the curriculum was overcrowded is being gradually dispelled. What some thought to be so many distinct subjects each of which it was necessary to teach as having little or no relation to any other subject, is now generally recognised as a coherent whole. With more scientific correlation the apparently insuperable difficulty of finding time to teach such a large number of subjects has practically disappeared.

The more general adoption of modern methods of teaching in infant schools and classes is one of the most pleasing features of the year. True there are still a few teachers who are either unable or unwilling to adapt themselves to the newer conditions and recent reforms in the training of young children; who through innate conservatism or a distrust of their own powers are incapable of doing their best work in any other way than the one to which they have been accustomed for years. Happily however teachers of this stamp are very rare in the district.

Kindergarten in its true sense is now better understood. At one time the majority looked on it as something apart from or something added to the ordinary curriculum in reading, writing, etc.; as a kind of manual training without a definite aim, merely taken up as a fad, and to a certain extent a waste of time, except that it provided a break in the routine of lessons and varied the work of the children. Others again seemed possessed of the idea that Kindergarten games and occupations were sufficient in themselves if gone through with mechanical precision and if a certain amount of dexterity was acquired. The principles underlying this method of teaching are now more generally understood. It is recognised that Kindergarten is not a subject which stands alone in an infant school, but a pleasant and easy way of teaching nearly every subject required at this stage of the child's development. One effect of the adoption of better methods has been that parents are beginning to send their children at an earlier age to these Kindergarten classes. The children will now enter the senior school much better prepared for taking up the more advanced work. Their career in the senior classes should be much easier and more rapid; they should reach the higher standards at an earlier age and with less pressure than formerly; thus increasing their chances of gaining a secondary school scholarship or, failing that, of gaining an entrance to the higher classes in one of the central schools.

The method of teaching arithmetic so much in vogue a few years ago disappears slowly. It is still a too common occurrence to find teachers working sum after sum on the board while the children look idly on or amuse themselves as the case may be. It has been repeatedly pointed out that "showing the pupils how to work sums is not necessarily teaching arithmetic." If the best results are expected principles and special difficulties must be explained and illustrated and the pupils must have sufficient practice to become expert in dealing with written numbers. There is no royal road to the subject; no amount of practice on the part of the teacher can make up for the lack of it on the part of the pupils. Speaking generally, however, the teaching of arithmetic during the past year was decidedly in advance of that of former years, and a more decided advance may be expected during the year just commenced.

Reading has steadily gained in fluency, expression, and naturalness of tone. The almost universal use of suplementary readers and the extension of the school and class libraries have no doubt contributed towards the improvement.

The advance in teaching literature is perhaps more marked than that in any other subject in the curriculum. It is more generally recognised that the primary aim of teaching literature is to train the taste so that the pupil may have a valuable means of using his leisure intelligently and pleasurably. The purpose of a literary education does not, however, end here. "Literature is to be used as a potent force in forming and developing the character of the individual. It should be indirectly one of the greatest moral factors in the ethical training of the child, and thus the greatest influence in the organic life of the school. In studying literature we ought to get to the heart of the writer; we must apprehend his thought and feeling. With this end in view the analysis of the content or thought is of more importance than the analysis of the form of the language, though the latter must be studied that we may arrive at a fuller appreciation of the former. Literature teaching should not resolve itself, then, into mere verbal discipline; the thought should be examined. We ought, too, to leave something to the imagination; there is much that we can feel, but cannot express. Let the pupil feel the beauty of the thought and the beauty of the language with which it is clothed; let us appeal to his sense of harmony and rhythm, and thus train his literary instincts. Let us give of our best, and put only of our best before our pupils; unconsciously their tastes will improve.

"The grammar lesson is on a different basis from the other language lessons. It is quite subservient to the art of language; it is the servant, not the master, of language. It affords a logical training. We teach grammar (1) to train the reasoning faculties and judgment, and (2) in order that we may have a criterion whereby to judge the correctness or incorrectness of our speech and writing. From the latter point of view we must acknowledge its utility even if we affirm that it is no aid to correct writing and speaking.

"A knowledge of grammar no doubt forms an excellent background to the art of composition, but an essay is not built with grammatical bricks. Grammar is a science recording the rules developed from the art of language and as such should come after and not before language. Literature, composition, and grammar, then, have each their several uses, but each should be taught mainly as a separat subject. The child's knowledge of grammar may be utilised in the composition lesson for the purpose of explaining the mistakes that are made. The composition itself can often be based on the literature studied. In early stages, where there is no written composition, the oral lessons will be almost entirely based on literature. Then later the language will be studied with a view to an adequate appreciation of literature. So far there is, of course, a connection between the subjects, but while acknowledging the organic unity of

English, we must remember that the aims of the literature, grammar, and composition lessons are distinct."

"So far we have been speaking of the systematic teaching of English. But we must bear in mind that English is incidentally taught through nearly every subject in the curriculum, and most subjects will, imperceptibly perhaps, but surely, affect the student's knowledge of his mother tongue. The study of geometry will give the pupil a training in accuracy of expression and logical sequence of thought. Natural science will prevent his imagination from running riot, and will teach him to state his facts precisely. Geography will supply practice in description. History will furnish him with facts, and historical subjects will naturally form the basis of oral and written compositions from time to time. Nature-study will help him to look 'through nature to nature's God,' and help him to appreciate the nature that is interpreted to him by the poets."

History is now well taught in the majority of the schools. When the pupils reach Standard V. they have a fair general knowledge of the outlines of English History. The study of the history of the British Empire is then taken up. The story centres round the pioneers of the "British States beyond the Sea":—Canada, Australia, New Zealand, South Africa, and India. The outlines of the early settlement and growth of the United States of America are also included in the course taken. This may seem a wide range for children of from 12 to 13 years of age. Only principal incidents and the story of the men who took the most prominent part in extending the borders of our race are, however, dealt with. History and Geography are, to a certain extent, correlated at this stage. There has been some difficulty in selecting a suitable text-book for this part of the course in history—a text-book dealing with the "Builders of Empire" in an interesting way suitable for school children. Sequence of time, and, as far as possible, a connected account of each of the Great "Oversea" States from its foundation up to the present time would be necessary. One weakness in most of the text-books published is that although sequence of time is preserved the story rambles from one State to another and then back again to the first; thus destroying anything like a connected account of any particular State.

A suitable course is outlined in the text-books used in Standards VI and VII.

Garden and experimental plots, and the study of plant and insect life have been organised and put on more scientific lines by Messrs. Hamilton and Milligan. Much, however, remains to be done; the teachers still require expert help in this branch of the curriculum. The work done in this direction during the past year covered principally the syllabus for infants to Standard IV. inclusive. Possibly little more can be done for the present in the smaller country schools. In the larger schools of the Metropolitan District the extension of Nature-study to a more definite science course has been attempted with more or less success. The difficulty of extending in this direction lies mainly in the absence of properly equipped science rooms. The time has now arrived for providing suitable rooms or failing that for fitting up one of the present class rooms in each of our large schools with suitable apparatus for science teaching.

There has been some question of the wisdom of sending VIIth Standard pupils for the Primary Examination of the University of Adelaide. The reason usually put forward is that in preparing the children for this examination there is a certain amount of cramming in some subjects, to the neglect of other important subjects in the school curriculum. This after all merely condemns either the methods of teaching or the methods of the examiners. If the teaching is on sound lines then the average VIIth Standard child should have nothing to fear in this examination, provided the questions set are fair ones. Surely we are not averse to having the results of our instruction tested. We profess to teach the children certain elementary facts in Mathematics, English, Geography, History, etc. When the pupils have reached Standard VII. they either know these facts or they do not. It is not a question of the methods employed in teaching them. If they do not know the facts then there is something wrong either in the instruction or the classification of pupils, and we should set about finding a remedy.

Claremont, Subiaco, and Highgate schools must again be congratulated on their success in public examinations. Cottesloe school must also be added to the list of schools successful in the work of the senior classes.

Secondary school scholarships—Highgate School gained two.

Adelaide University Junior Examination—
- Claremont School, 6 candidates passed.
- Subiaco School, 2 candidates passed.
- Highgate School, 1 candidate passed.
- West Leederville School, 1 candidate passed.
- Thomas Street School, 1 candidate passed.

Adelaide University Primary Examination—
- Subiaco School, 12 candidates passed.
- Claremont School, 10 candidates passed.
- Highgate School, 9 candidates passed.
- Cottesloe School, 9 candidates passed.
- Thomas Street School, 3 candidates passed.
- Maylands School, 2 candidates passed.
- East Perth School, 2 candidates passed.
- Guildford School, 2 candidates passed.
- North Perth School, 1 candidate passed.

Bursaries—
- Highgate, 2 successful candidates.
- Subiaco, 2 successful candidates.
- Claremont, 1 successful candidate.
- Thomas Street, 1 successful candidate.
- East Perth, 1 successful candidate.
- Newcastle Street, 1 successful candidate.
- Cottesloe, 1 successful candidate.

J. H. McCOLLUM.

27th February, 1909.

Report of Mr. R. Hope Robertson, M.A., Inspector of Schools.

SUB-METROPOLITAN DISTRICT.

I have the honour to sumit my report for 1908.

There were 52 State schools in operation during the year, and 25 private schools.

The total enrolment of the former at the end of the year was 5,145, including 2,723 boys and 2,422 girls.

The average enrolment was 5,280, and the average attendance 4,464.

No new schools were opened, but Rockingham Beach, a half-time school, and Southern Brook, a provisional school, were closed during the year. One hundred and twelve inspection visits were paid to the State schools, some of which occupied from 2 to 3 days, and 24 visits were paid to private schools. Of the 25 private schools, 21 were gazetted as efficient.

In addition to my inspectorial duties, 7 days were spent in supervising the teachers' examinations at Perth, and three days monitors' examinations. A considerable time was also taken up in setting and correcting papers for these and other departmental examinations.

University Examinations.

The following successes were gained at the public examinations held in connection with the Adelaide University Primary Examination:—

Beaconsfield	2	candidates passed.
Fremantle Boys' ..	7	„ „
Fremantle Girls' ..	5	„ „
Fremantle North ..	3	„ „
Northam	13	„ „
Swan, Middle ..	2	„ „
White Gum Valley ..	1	candidate passed.
	33	

Junior Examination.

Fremantle Girls'	1	passed.
Northam	3	„

The successes gained by the Northam School should be most encouraging to the Head Master and his first assistant.

Bursaries.

Beaconsfield ..	1	successful candidate.
Fremantle Boys' ..	1	„ „

Scholarships.

Beaconsfield	1	successful candidate.

General.

With the exception of 3 schools in the Fremantle District the buildings are in a satisfactory state. The material condition is also, on the whole, good. A great deal of painting and renovation has been done, and the majority of the teachers take a pride in keeping the rooms, and the schools generally, in a creditable condition. Many have taken pains to make the classrooms attractive by the addition of suitable decorations, including pictures, pot plants, material for nature study, and specimens of the children's work. The teachers' residences vary very much; some of them are good, but many of them afford but indifferent accommodation. In several instances the teachers do not occupy their quarters, but let them to tenants, while they themselves live at a distance from the school. This is to be regretted. Attempts have been made to improve the playgrounds, especially in the Fremantle District, by the planting of ornamental and shade trees, and by the establishment of gardens. A great deal yet remains to be done before they can be considered to be in a satisfactory state. There is hardly a school in the district which has not a garden. Many of them are in an embryonic state; others are very creditable. Prizes for gardens were gained by schools at Mundaring Weir, Chidlow's Well, Sawyers' Valley, and Clackline.

The schools have been well supplied with ordinary material and apparatus, and many of the teachers have supplemented their supply by purchasing aids to realistic teaching from the school funds, which have been raised by concerts. At the North Fremantle School one of the classrooms has been turned into a dark room, and a first-class magic lantern has been provided. This has been found invaluable as an aid to the teaching of Geography, History, and Scripture. A great many slides have been provided by the head master, who has taken great pains and trouble in selecting them. He has been amply repaid by the increased interest taken in these subjects, and by the effect it has had on the work generally. Of course, there is a danger that the interest taken in these lessons may magnify their importance at the expense of the other subjects, but with a little care this can always be obviated. It would be well if other schools followed the example of North Fremantle.

Libraries have now become general, and it is the exception to find a school that has not at least started one. Many of them are really good, and the small schools especially deserve great praise for the trouble they have taken in establishing them. It is necessary to add fresh supplies of books, from time to time, to maintain the children's interest, and it is also of importance to keep them for use and not for show.

Fourteen schools have Savings Banks, the most successful being that at the Fremantle Boys' School. There is no reason why a far larger number should not be established. It is curious to note that a head teacher will assert that it is impossible to have one in his school, while a school in the immediate vicinity has a very flourishing one. Laziness on the part of the head teacher has, no doubt, a great deal to do with this state of affairs.

Instruction.

With regard to the general subjects of Instruction it is not necessary to say much, beyond the fact that the teachers, on the whole, are trying their best to improve the general efficiency of their schools.

Drawing.

The new syllabus in drawing has been taken up with very gratifying results, and the way the majority

of the teachers have grappled with the freehand drawing, is commendable. In the schools where proficiency has been attained in freehand, no difficulty has been experienced, and the method of alternating the freearm and freehand exercises has proved successful. The different drawing syllabuses and schemes have, as a rule, been well made up, and the plates supplied by the Department have been of material use in affording suggestions. Model drawing has not yet been successful. Many of the teachers do not themselves understand the principles underlying it, and until they do, good work cannot be expected. Brushwork has been a varying quantity. It has been good in some schools and very indifferent in others. It has to a great extent been correlated with nature study. The main faults have been that the attempts made have been too ambitious, and that the graduated curriculum in the various standards has not been followed.

Singing.

Singing has not been satisfactory. In some schools it may be said to be excellent, and to these, nothing but praise need be given; but in others it is becoming a subject to which little attention is paid. There is a growing tendency, especially among the newly appointed teachers, to state that "they cannot teach singing," although when questioned they assert that they have passed examinations in music. Every assistant, who has qualified himself in this way, should take a share in the musical work of his school. It is not necessary for the teacher of music to be a brilliant performer himself, although in the teaching of singing, a good singer would probably be the more successful.

Reading.

Of the English subjects, reading has improved both in fluency and expression, and especially in comprehension and intelligence. This has been brought about by the gradual growth of school libraries and by the general use of supplementary readers. It has been a hard task to make some of the teachers, who have not kept themselves abreast of modern methods, realise the futility of simultaneous repetition. When this has been accomplished the improvement made in the actual work, and the interest taken by the teachers in the individual child, has been noteworthy. Much time in the past had been taken up in the wearying explanation of the meaning of each and every word in the passage read, and it was not infrequent to find that at the end of a so-called reading lesson, only a few lines of actual reading had been done. Enunciation and pronunciation still remain weak points, especially in the country districts, where the efforts of the teachers are discounted, in many instances, by the local environment.

Composition.

Composition has received merited attention, and where systematic teaching has taken the place of the haphazard plan of setting the class to write on a subject, without direction, marked progress has been made. The correlation of the various other subjects with composition, viz., spelling, geography, history, scripture, literature, and nature study, has done much to lighten the syllabus without sacrificing its objects, and if a scientific correlation were adopted in these and other subjects, we should hear very little about an overloaded curriculum. The doctrine of correlation would exert much practical influence if it was universally observed, as the bonds which unite the various subjects are gladly welcomed by the child.

Organisation.

Organisation still presents difficulties, often to those head masters from whom more skill might reasonably be expected. Cases have been found, although fortunately not of common occurrence, where in the same school, one teacher has been put in charge of a class numbering between 70 and 80, while another teacher has but 30. Here we have, besides an unfair distribution of work, a loss of teaching power. The old idea, that a teacher should be in charge of one standard only, of whatever size it might be, is a difficult one to eradicate. Teachers of the old type do not seem to realise that it is possible to take two classes together, and, when they are compelled to do so, they complain accordingly. In contradistinction to these we have head teachers of Class VI. schools taking, in 4 divisions, children classified from Infants to Standard VI., and taking them successfully. Their lot, when the average attendance is about 40, and when they have no assistance, is probably the hardest of all, and when they do their work well, they are worthy of great consideration. Their success is no doubt due to the fact that their teaching is more or less individual, and they have discovered and developed the gift or capacity of the individual child.

In schools of high classification, the more enlightened head masters certainly do realise the variations in individual ability, and they do not hesitate to grade their classes according to individual differences, and teach the children in sections. When this plan is adopted the success attained well repays the trouble taken.

Many of them also follow the principle that it is the teacher's duty to look especially after the backward pupil, and take pains with those who in the eyes of the world will never bring them credit. The backward pupils often need far different treatment from those who are more forward. Hence the advantage of grouping pupils of the same type together. This subdivision of a class is especially valuable in mathematics and reading. It is always possible to provide additional practice for the strong which will keep their minds active, while the teacher devotes his principal attention to the weaker section.

Classification has on the whole been satisfactory. The average age question, which was looked upon as a fetish, has been sensibly overcome. Teachers have realised that the disabilities of the over age boy have arisen either from carelessness on the part of his parents, from sickness, from lack of opportunity, or from the migratory character of the population. When, probably owing to some of the above reasons, a child has to be classified in a class below that in which he ought, in normal circumstances, to take his place, particular individual care has been given, and he has been promoted at intervals, until he has found himself amongst children of his own age. Classification by age is unnatural, in these circumstances, but a certain ideal standard has to be recognised in order to prevent under-classification.

Methods have improved, and the teachers as a rule are only too willing to take advantage of suggestions and advice. Among those who have not had much actual practice in handling large classes, but who are more or less crammed with undigested theory, there is still a tendency to yield to the temptation to lecture too much, and to do for the child what he ought to do himself. There is too little arousing of the dormant faculties and too much effort to dominate the school work by their own personality. Hence the scholars either get quite out of hand or, taking no

active participation in the lessons, develop into placid listeners. There is little encouragement for the class to ask questions, and the pupils become passive. When these teachers have had some experience and have lost some of this self-conceit, or self-consciousness, whichever it may be, they realise that discipline is of prime importance, and that, having obtained a grip of their class, their chief aim should be to excite interest, make the children think, make them act on their own initiative, and, as it were, fit them to run alone. They realise the advantage of allowing the children to face a difficulty which is not of an insuperable nature, instead of trying to save time by solving it themselves. Confidence and success are thus attained, more especially in attacking fresh work.

Conclusion.

In conclusion I may say that the work generally has been encouraging, and that the teachers have with few exceptions worked loyally to the Department and shown exceptional devotion to the welfare of their children. The outlook for the future is hopeful.

R. HOPE ROBERTSON.

27th February, 1909.

Report of Mr. R. Gamble, Inspector of Schools.

SOUTH-WESTERN DISTRICT.

I have the honour to submit my report for 1908 upon the schools in the South-Western District.

At the end of the year there were 75 schools in operation, classified as follows:—

Class II.	1
Class III.	1
Class IV.	2
Class V.	12
Class VI.	25
Provisional	26
Half-time	4
S.P.D.	4
Total	75

The total average enrolment was 3,675, and the average attendance 3,051, giving a percentage of attendance to enrolment of 83.

With the exception of Darkan, Boolading, and the Coast (new schools) and Nannup and Capel River (closed when I was in the locality), all schools were fully inspected. Fifty-seven schools received two visits and 14 schools one visit.

Five new schools, the Coast, Preston Mill, Whittaker's Mill, Argyle, and Beenup were opened during the year, and Augusta was reopened. Two schools, Darkan and Boolading, were transferred from Inspector Klein's district to mine in November.

In addition to the State schools I also inspected the Convent schools at Bunbury, Busselton, and Collie, and a private school at Bunbury.

The supervision of the monitors' and teachers' examinations, together with the preparation and examination of papers for these examinations, occupied about the same period of time as last year.

Buildings and Grounds.

The additional class room, the enlargement of the hall, the extra lavatory accommodation, and the better class room ventilation have made the Bunbury Mixed school most comfortable and up to date. The increased attendance at Collie warrants alterations and additions, which are to be carried out in the near future. A class room has been added to Woodlupine, and some necessary alterations made at North Dandalup. At Busselton the playground has been levelled, while the manual room from Drakesbrook has been removed to and re-erected there. The building at Keysbrook has been removed to Quindalup. The suggested alterations and additions to Picton have been unavoidably postponed for the present. A classroom is required at Yarloop, and alterations and additions are to be made at Harvey. The Dandalup school has been lined and ceiled and the grounds well fenced. At Burswood the teaching was still continued in the Congregational church, but a school is being erected and will shortly be ready for occupation. The buildings are in a good state of repair, and are generally well supervised and kept in a clean and healthy state by the teachers. The residences, where necessary, have been added to and altered, thereby making the teachers much more comfortable and contented.

It is pleasing to report that the suggested alterations and additions, both to schools and residences, have been promptly dealt with both by our own and the Works Department.

School decorations have not improved much during the year. The grounds generally have improved. Increased attention and care have been paid to tree-planting and the preservation of the trees planted.

School gardens vary in quality, but general progress is noticeable. Some of the gardens are not sufficiently well utilised for experimental and educational purposes. The best gardens, and the ones most used for Nature Study are Boyanup (still by far the best in the district), Quindalup, Donnybrook (experimental plots for grasses and potatoes, specially good), Victoria Park, Hamel, Mornington, Waterloo, Kelmscott, Armadale, Bunbury Infants', Waigerup, Woodlupine, Bedfordale, Harvey, Clifton, Stirling.

Records, Time Tables, Programmes.

This year less time has had to be devoted to the very necessary inspection of the school records owing to the satisfactory manner in which these books are now generally kept.

Evidently greater pains have been taken by the majority of the teachers in the district to compile workable time tables. More heed has been paid to grouping, sequence, correlation, time, and agreement of the analysis with the general time table.

Programmes generally have been more systematically and fully drawn, but the special syllabus required by the revised curriculum in drawing has not always been prepared. With the suggestions given during the year better schemes may be expected in the future.

Some teachers still endeavour to crowd too much of the curriculum for the different subjects into the first three months, while others apportion too little and find much difficulty in teaching the full programme during the year. If the faults noticed one year were carefully avoided during the next, and so on, almost perfect monthly programmes of work could be arranged.

Quarterly Examinations.

As a rule, the examination books are kept in a satisfactory manner. The children's paper work, however, is not always systematically arranged, nor is it always carefully enough done. The work generally has been well corrected, and a somewhat higher standard demanded in the better schools of the district. It was noticeable in some schools that children were absent when these quarterly examinations were conducted by the teacher, and therefore were not examined. The dates of these examinations should be definitely fixed, all children informed some time beforehand, and every endeavour made to fully examine each child every quarter.

Classification, Organisation, Discipline, Order, and Tone.

Classification.—In some schools it was again deemed necessary to make alterations in the teacher's classification of the scholars, but where the necessity arose the re-classification was cheerfully adopted. In only a few schools were promotions again made because of the age of the child, and not upon its attainments. This was specially referred to in my last report, and also by inspectors Klein and Wheeler in their reports. This defect, however, is decreasing, and should soon be non-existent.

Organisation.—The best work exists in those schools where the teachers devote special care and attention to the compilation and observance of good workable time tables, and full and detailed programmes of work, together with a due preparation of each day's lessons, and a systematic study and application of up-to-date methods. It is pleasing to note improvements in these directions.

Discipline, Order and Tone.—In the majority of the schools these are of a high order, and are obtained, as a rule, without a resort to corporal punishment.

English.

"The principal aims of instruction in English are: (1) to enable children to express their thoughts, whether orally or in writing, in correct, clear, and connected language, and (2) to enable children to understand the thoughts of others and to appreciate what is good in literature." This is the opening passage in the valuable notes on English in the revised curriculum, issued by the Department during the year under review. These aims should be specially kept in mind and acted upon by all teachers, and the notes and suggestions upon the other subjects carefully studied and followed.

Reading and Literature.—Mr. Thring states, "Good reading is the first training of the beginner, the last crowning excellence of the finished master. All skill of heart, of head, of lips, is summed up in the charmed sound of noble utterance falling with thrilling melody on the souls of those over whom a great reader casts his spell." A really effective reading lesson is difficult to give, and the need for thorough preparation is as essential as in any other subject of the curriculum. This is too often overlooked by teachers; hence the varying attainments of the children in this subject. Better methods, however, are noticeable, and a general improvement is taking place in this subject. Accuracy still shows most improvement, while enunciation, correctness of the vowel sounds, the right use of the aspirate and fluency have generally improved. Accent and expression have not made so much advancement. Silent reading is better appreciated and understood. It should be more practised by the better readers in a standard, while special teaching is given to the weaker readers.

"As silent reading is entirely dependent upon the scholars' self-effort, it should be introduced into those parts of the school where self-effort is available. Evidently the upper classes are the most suitable for its exercise, and in these classes it will be further serviceable in developing a greater degree of self-effort. Finally, it should be remembered that silent reading is the form which reading must mainly assume when the scholar leaves school, and the practice of it in school will prepare for its continuance in future years." Thus writes Mr. Cowham in his New School Method. The more thoughtful teachers have paid special attention to breathing exercises, the correct position of the body, and the proper method of holding the book

Word-building with loose letters in suitable boxes is being more extensively adopted, and the phonic method of teaching the infants is more general, but this method is unfortunately not continued in the lower standards by the majority of teachers. Continued interest is being taken in the introduction of literary readers and the formation of and additions to libraries.

Spelling.—The methods illustrated at the inspection visits and referred to in my last report have borne good fruit, for there is a noticeable improvement in this subject and better results may be expected in the future if this beneficial teaching continues.

Recitation and Poetry.—Simultaneous recitation has been less noticed at the inspection visits this year with the result that the individual recitation has improved. Enough attention is not always paid to the subject-matter, and too little teaching is devoted to interesting facts about the authors.

Sufficient general attention has not been paid to the following in the revised curriculum, "hearing of suitable poems in Standard I., hearing and reading in II. and III., and in IV. and upwards with more discussion of subject matter, incidents, character, etc.

Grammar.—The new course has been more carefully followed and only in a few schools were the teachers found teaching the old curriculum. The grammar in Standards IV. to VII. is fair.

Composition.—In oral composition more interest has been manifested and better teaching shown. In some schools, especially some of the provisional and Class VI. schools, good work has been done, and it was very pleasing to find the improvement made by the children in speech and conversation. In these schools the written composition had improved, while little advancement was apparent in the others. A composition lesson requires careful preparation and the adoption of good methods. The composition books generally showed fair to good correction by the teachers. "The Teaching of English," by A. E. Roberts, M.A., and A. Barter, LL.D., published by Blackie & Son, is a very helpful teacher's book.

Writing.

This subject continues to improve, and in very few schools is the writing unsatisfactory. In many schools the writing throughout is very commendable, for it is neat, legible, and uniform in style.

Arithmetic.

The teaching of this subject shows some improvement and the results generally are better. However, there is still too much formal, and too little concrete and illustrative teaching, especially in mensuration, fractions, and decimals. The theory of decimal notation is not, as a rule, well enough understood. More attention has been paid to mental work in the lower standards, but too little in the Standards III. to VII. The solution of simple written problems in Standards III. and IV. does not show sufficient improvement, but the arithmetic generally in Standards V. to VII. has improved. In the schools where the sums were carefully set out step by step, and the work neatly and methodically arranged, the results generally were satisfactory, but in others where the work was carelessly arranged, etc., the results were the opposite. Mr. Cowham in his "New School Method" writes as

follows:—"Our aim in teaching arithmetic must be two-fold. We must aim at securing ability to work sums correctly, and we must provide that mental discipline which a thorough knowledge of the reasons of the rules of arithmetic is capable of yielding. Corresponding to each of the above aims are the following results. There are those which may be termed practical, and there are those which may be termed theoretical and scientific. The first may be summed up in the ability a pupil manifests to use the rules of arithmetic with certainty, accuracy, and rapidity. To be able to grasp the nature of a problem, to apply the right rule or rules to its solution, and to work through the several stages of the exercise with accuracy and rapidity, are evidences of a practical knowledge of arithmetic. The learner is acquainted with the "art of arithmetic." When, however, the scholar is able to explain each stage in the working of a sum; to show why the processes he uses bring about the desired result; when he is able to state the means by which any given rule has been established, and is able, furthermore, to show that the sum to be worked is a particular example of the rule in question, then his knowledge of arithmetic becomes scientific. The pupil is acquainted with "arithmetic as a science."

McDougall's "Suggestive Arithmetics" are helpful books.

Drawing.

The chief aims, as set forth in the revised curriculum, are as follows:—

(1.) To train the hand and eye.
(2.) To develop the aesthetic sense.
(3.) To stimulate the child's power of self expression.
(4.) To cultivate his inventive power.

In order to achieve these ends the syllabus provides courses of work in Freearm and Freehand—including Memory, Object, and Model Drawing, Brush Drawing, and Mechanical Drawing.

The re-introduction of freehand has been appreciated by the teachers, and in many schools a satisfactory commencement has been made with this branch of the subject. Freearm remains about the same, excepting in individual schools, where good progress has been made. Brush-drawing, correlated with Nature study (leaves, sprays, and flowers, chiefly) has improved in many of the schools. In object drawing the teaching is not always from the actual object.

Geography.

This, like arithmetic, lacks concrete teaching in some schools. In others, where due preparation and enthusiasm have been brought to bear upon the teaching, this subject, especially in the lower standards, has improved. More outside observation teaching has been done, and suitable models prepared and used. The best model for teaching the definitions, etc., to Standards I. and II. has been made by Mr. Clayton, at Boyanup. A number of teachers have prepared and used paper pulp relief maps, but too few have made collections of suitable pictures for teaching and observation purposes. The introduction of geographical readers into the libraries is having a good effect, for the general knowledge is improving in the senior standards. At the inspection visits during the first half of the year it was very noticeable that the note on page 39 of the revised curriculum, *re* mapping, had not been carefully read, for the old mapping lessons were still much in evidence.

Scripture, Health, and Temperance.

In very few schools did I find that these subjects had been neglected. Generally the teaching has been satisfactory and beneficial. The Departmental book of "Lessons on the Laws of Health," published early in the year has proved to be very helpful to teachers.

Nature Study.

More systematic teaching is being gradually inaugurated in the district, and the visits of Mr. Milligan, who visited Victoria during 1907 for special training in this work, have been much appreciated by the teachers, and better and more systematic work should eventuate. More enthusiasm is being displayed, and in some schools good work has been done. Some teachers have not yet caught the true spirit of this work and still confine their teaching to the old object and information lessons.

Very successful gatherings of teachers were held at Bunbury on Friday and Saturday, March 20th and 21st, and at Armadale on Friday and Saturday, April 10th and 11th to meet Mr. Milligan, who besides lecturing upon the subject gave specially suitable lessons in the class-room and out of doors. Specimen charts, etc., were also exhibited, and the teachers were very thankful for the assistance and guidance given.

A very helpful and well illustrated book on this subject is "A Plant Book for Schools," by Otto V. Darbishire, B.A., published by Adam & Charles Black, London.

Manual Work and Kindergarten.

Woodwork is still being conducted at Armadale, Bunbury, Donnybrook, Mornington Mill, Picton, and Pinjarra. A centre was opened at Busselton during the year, and arrangements are being made for the work to be started at Yarloop and Jarrahdale Mill No. 6 during the coming year. Mr. Hart, Organiser and Inspector of Manual Training, specially supervises and reports upon this work. Less clay modelling has been done in the schools this year, but I am hoping that plasticine modelling will take its place, and become an occupation in each school.

The Kindergarten work done in the majority of the schools consists chiefly of exercises with Gifts I. to III., paper-folding, mat-weaving, and stick-laying. The exercises, as a rule, are not systematically graded, but neatness and accuracy have improved. If the lessons set out in such a book as that by Lois Bates were studied and followed more beneficial Kindergarten work would be accomplished. Unfortunately the true spirit of this teaching is not sufficiently understood by a number of teachers, and the little ones are merely set exercises and kept occupied.

I hope that arrangements can be made during the coming year to commence Cookery and Household Management classes for the senior girls at Bunbury.

Music.

This subject is not well enough taught throughout the district. In some of the larger schools, however, the theory is well taught, while the part singing is marked by perfect balance of parts, good intonation, modulation, and expression. The choice of songs varies very much, and in some schools the songs taught were found to be entirely unsuitable for children.

A school band has been formed at Bunbury, and the boys have made good progress.

Physical Training.

The short daily lessons with one longer lesson weekly are producing good results. If each exercise were perfected before another was attempted, and proper recapitulation adopted better results still would ensue.

Infants' Schools.

The only infants' school in the district is at Bunbury. The work continues to be excellent in character.

Evening Schools.

Unfortunately the Bunbury classes were only kept open during a short period of the year owing to the small number in attendance. It seems almost impossible in the country to induce young people to continue their studies after leaving the day school. I am very anxious to see good evening schools both at Bunbury and the Collie, and hope that the one started at Armadale late in the year may be in every way successful.

Conclusion.

The majority of the teachers in the district have laboured with very much enthusiasm during the year, and with an earnest desire to make the schools of the highest value to the State. The year has been one of progress.

I was pleased to recommend six teachers of small schools in the district to attend for a three months' course of training in the Training College. This will certainly have a beneficial effect upon their future teaching, for besides studying the theory of teaching much practical work was taken. An ounce of practice in a school is worth more than a pound of theory, and teachers, like children, can only learn by observing and doing.

The trainees from the College, who filled the places of these teachers, did specially good work.

ROBT. GAMBLE.

5th February, 1909.

Report of Mr. Wallace Clubb, B.A., Inspector of Schools.

EASTERN GOLDFIELDS DISTRICT.

I beg to submit my report for 1908 on the schools in the Eastern Goldfields District.

During the year there were 57 schools in operation in this district, extending from Cunderdin to Lake Way. These schools are classified as under:—

One of Class I.; four of Class II.; six of Class III.; six of Class IV.; ten of Class V.; 15 of Class VI.; 15 Provisional, etc. The total enrolment was 5,820 pupils and the average attendance 4,827. The comparatively low average of attendance was due to serious epidemics of diphtheria and measles that ravaged the whole district.

Buildings.

The schools are in a very satisfactory state of repair, with few exceptions. The teachers' quarters recently erected are of a much more comfortable and suitable type than those erected in previous years. In some places, however, the accommodation provided is very bad. A hessian shed—called by courtesy, a camp—is provided for the teacher at Lancefield. The teachers at Burtville and Gwalia have also to rest content with hessian structures.

In Boulder and Kalgoorlie the residences have been improved considerably, but the erection of extra verandahs is still an urgent matter, as many of the quarters are built of iron and the kitchens are, when unprotected by verandahs, stiflingly hot during the summer months.

The work of Inspection.

Every school in the district was duly inspected, and except in the case of a few remote schools, two visits were paid. In order to do this I had to inspect right up to the last school day before the Christmas vacation. There are 40 weeks available for inspection work—omitting travelling and odd public holidays. There are 162 teachers—about 140 of whom must be inspected twice. It will thus be easily seen that an inspector's time is more than fully occupied in the actual work of inspection.

Such a condition is not very satisfactory and does not make for the best work. There is all over Australia a feeling that educationally we work at a high pressure rate that is not in the best interests of education. I do not mean that teachers and inspectors cannot get through their work, but I do say that a condition of things in which no time is practically allowed for thinking out educational problems in consultation with colleagues—and we have many such problems—for thinking out more fully the schemes of work one has to promulgate or sanction for the various schools in one's district; for getting into touch with educational movement in other lands by the study of reports and kindred literature—I repeat that in my opinion such a condition tends to make an official drop into a more or less mechanical routine in his work. He may still do that work effectively, but he would do it better were the pressure not so great. Of course, I fully realise that much may be done, and naturally is done, by an inspector in his evenings and when travelling, towards keeping in touch with the latest thought, but too often his evenings are taken up with the correction of worked papers and the writing up of reports.

As matters are, one sometimes has to leave a school with a feeling of regret that another day or two could not be given to its inspection, but one is conscious that if one does so, then some other school must go short. If the inspection organisation of the Education Department could be on the same basis say, as the Public Works Department, and one inspector be given the Kalgoorlie District and another the Northern Railway District, I am sure the schools would materially benefit, and better all-round work would result.

As a result of the inspection visits, I am able to express satisfaction at the way in which the work of education is being carried on in the district. The schools are naturally uneven in their degree of efficiency, but there are a fair number in which the work done is well above average, and a large percentage which, while showing no very special merit, are yet average schools. Unfortunately, we have also a few where the work is not of a satisfactory character.

Discipline and Tone.

It may be said that the badly disciplined school is practically non-existent in the district. There is, however, considerable difference noticeable in the quality of the discipline maintained in the various schools. Probably in no branch of school work is the personality of the teacher more truly reflected than in the tone pervading his school.

There are a number of schools in which misconduct is of very rare occurrence, but which I do not class as well-disciplined. The teachers of such schools need to re-cast their ideas as to what is the real end of school discipline. To them it is synonymous with absence of disorder and breaches of the school rules. They forget that discipline means the power to secure *effective work:* that it is essentially dynamic in its application. To them it becomes a matter of *"Don't"* whereas effective discipline is distinctly a matter of *"Do."*

It comes as a surprise to quite a number of teachers to be told that their discipline needs attention. They see before them quiet and orderly classes, and think that having secured this much, the discipline must be good. But, if so, wherein lies the explanation of that condition of mental inertia, that dull unresponsive attitude, that unwillingness to take an active and eager share in the work, that an inspector still too frequently has to point out in some schools? Is it not that through mistaken notions as to the true meaning of discipline the teacher has merely succeeded in deadening the natural spontaneity of the children?

One might almost venture to go so far as to say that, given a fairly strong personality in the teacher, the discipline and tone of his class are in direct ratio to the amount of enthusiasm and interest he himself

brings to bear on his work. A class without soul and vitality means a teacher without soul and vitality, a machine that stamps out each year from forty or fifty children much of that vim and freshness and restless energy, which, if properly used and directed, would be of incalculable assistance in securing good work.

Where a section of the class is "dead," there may one read poor disciplinary power in the teacher. The discipline that may be excellent in the barracks may be hopelessly bad in the school.

One must draw attention, too, to the fact that in some of the large schools this condition of mental inertia, amounting almost to indifference, is noticeable especially among the girls in the upper standards. There must be some explanation of this. It is neither natural nor right that the bigger girls should adopt this stolid attitude towards their work. In many schools there is keen rivalry between the boys and girls and not infrequently the girls show superiority in the tests given. Once more, I think the explanation of the "deadness" that does exist in certain of the schools is the direct result of poor discipline. Until the girl was twelve she could be treated by repressive measures; after passing that age the discipline of repression hopelessly breaks down. And not only does it fail for the future but its previous application makes its failure only the more marked. These elder girls can be, and in many schools are, the teacher's best allies in all that goes to make the tone of the school delightful. But to secure their co-operation means sympathy, interest, and above all tact and judgment on the part of the teacher. The stage has been reached when punishments are of little or no avail. Such children will respond excellently to anything in the way of kindly interest and encouragement that the teacher may extend towards them; they become passive resisters where the teacher attempts to secure work by coercion.

It must not be supposed from the foregoing remarks that I am dissatisfied with the discipline and tone of the schools in general. On the contrary, the big majority of the schools are excellent in this respect. The teachers as a body have striven zealously to get the children, through interest and sympathy and enthusiasm, to become keen about the success and credit of their class and their school. The kindly and encouraging attitude of the teacher is reflected by the increased interest that is being taken by the parents of the children attending our schools. One hears very frequently expressions of keen appreciation from parents as to the way our schools are conducted; there have not been half a dozen complaints throughout the year. In two cases the cane had been illegally and unjustifiably used. It is extraordinary that we still have a few teachers of the old stamp who look on the cane as a sovereign remedy whereby by punishing the children they may get results that should come from good teaching easily and naturally. Fortunately, we have very few such teachers. In both the cases mentioned a departmental investigation was held and the delinquents were punished.

Instruction.

The work of the schools in the Boulder and Kalgoorlie districts was seriously interrupted during April, May, and June owing to the outbreak of diphtheria and the consequent closing down of the schools by the Health authorities. Though the closure was nominally for about five weeks, many parents were so scared that the attendance did not become normal for many weeks after the official reopening. Teachers had to contend against serious irregularity, and owing to a large proportion of the classes being absent, progress was for weeks necessarily very slow.

In order to give the scholars a chance of securing promotion at the end of the year, it was found necessary therefore to limit the curriculum in the less important subjects, and allocate more time than usual to Reading, Spelling, Arithmetic, English, and Mathematics. The result of this arrangement has proved very satisfactory. In July last, the outlook for promotions, seeing that for the first half year of the school work most children had only averaged about 10 weeks of school attendance, was not very encouraging; but owing to the rearrangement of time tables mentioned above and the special effort made in almost every class, the lost ground has been regained, and the percentage of children promoted to a higher standard will be quite up to the normal rate.

As to the character of the instruction given, I am on the whole well satisfied. Naturally the efficiency of the instruction depends upon the amount of ability that the teachers bring to bear upon their work. Consequently it would be idle to urge that we have reached an ideal standard yet. An ideal standard presupposes ideal staffing.

Nevertheless, one can say without hesitation that the work is given each year with an increasing amount of skill. In many schools teachers bring to bear on their work not only a good knowledge of modern method but also an amount of earnestness and enthusiasm that carries the work forward daily with a splendid swing and stimulates the children most satisfactorily. We have a good number of teachers who have really gripped the fact that the end of education is not the mere teaching of a curriculum, but that the cultivation of the intelligence of the children and the formation of character are their real work. It is easy to pick out these teachers from those of their colleagues who are still only "result grinders." In the case of the really good teachers, one finds:—

(i.) A satisfactory environment has been provided. The room has been tastefully decorated and a pleasant cheerful atmosphere prevails.

(ii.) No pains have been spared to secure illustrative matter whereby interest in and intelligent appreciation of the lessons given might be excited.

(iii.) The concrete appliances needed to give an intelligent understanding of mathematical and kindred work are in evidence and are regularly used.

(iv.) The work is carefully planned out so that the facts to be taught are taught not as ends in themselves, but rather as the ends of chains of intelligent observation, discovery, and reasoning.

(v.) The relations existing between class teacher and pupils are consistently friendly. The brightness, the interest, the earnestness, and enthusiasm of the teacher, are reflected in the children. The discipline is a discipline that is rarely repressive—there is so little need for that with the right class of teacher—but is such that work goes on with the steady impulse that has been generated by the character of the teaching, and the spontaneity and naturalness of the children are not crushed out.

(vi.) The class has its library—intelligently used; its garden, of which it is very proud; its little Nature study collection, ever fresh with new objects of interest.

One is delighted to find numbers of such classes and especially pleased to find the number an increas-

ing one. Teaching may be the most interesting and fascinating of work, or the most awful drudgery. It all depends upon the attitude of the teacher towards his profession. If the "result grinders" would only try and see how much more pleasant and effective their work would be did they but follow the line of interest, they would themselves acquire the enthusiasm that makes for true success, and that is almost always either absent entirely from, or misdirected when it does happen to be present in, the character of the man whose sole idea of his work is percentage results. We have two classes of extremists, both failures more or less—the man that works for results only, and the man that despises results. Neither class has really understood what "results," educationally considered, connotes. The really good teacher always secures results; it is in the method whereby the results are secured, and in the value of the results to the child, consequent on the method employed, that there lies a whole world of difference between the good teacher and the mere grinder. A teacher's results might well be estimated by the answers which could be given to the following questions:—

(1.) Have I taught the curriculum?

(2.) Have the children not only learnt the facts, but can they intelligently apply the knowledge so gained?

(3.) Are they brighter, intellectually keener, more thoughtful than they were last year?

(4.) Have I taught them how to teach themselves?

(5.) Are they leaving my school courteous in speech and bearing, with good ideals, with refined tastes, with the firm resolve to go on?

(6.) Are they lovers of books and of nature?

(7.) Are they fond of their games and manly in the playing of them?

(8.) Have I given them a proper conception of their duty to themselves, to their homes, and to their State?

One feels sorry for the teacher whose idea of excellence in his work is limited to an affirmative answer to the first question.

Dealing with the specific subjects of the curriculum as I have already stated, sound work is being done in most schools. A few points might be drawn attention to.

Reading.

A distinct advance is being made. This is due not so much to improved method—the method is generally good—as to the introduction of the Supplementary Reader. It is the old story of following the line of interest. Once the teacher's work was to get the children to read, and then to teach them to read well. The first part is no longer a task. The children read, and read eagerly, the stories provided for them in the Supplementary Readers; all that the teacher has to do is to get them to read well. In some of the Infant classes the little ones have as many as half a dozen story readers in a year and make wonderful progress.

I am not yet satisfied with the reading of the senior pupils. Of course, the older a pupil gets the more he is influenced by the speech that he hears so frequently outside the precincts of the schoolroom, and the more inclined he becomes to drop into that clipped slipshod speech which one hears in the car and street. There is no doubt that very many pupils have at least two languages—the one that is spoken at school, and the one that is spoken outside. And this latter language, with its loose enunciation, its omitted aspirates and final consonants, comes to affect the reading in class. Against this slovenliness the teacher has to do constant battle. Even in the highest classes the mechanical aspect of reading has to be borne in mind: the trouble is that it looms too largely at times, and the educational and culture significance of the reading receives too small an amount of attention. For after all learning to read is but learning to appropriate and develop thought; it is thought-getting. One is sometimes extremely disappointed to find ease and fluency, good enunciation and articulation, co-existent with almost utter non-comprehension. Such reading is practically valueless. The teacher has at least two test questions to ask himself to gauge the success of his teaching in this subject: (1) Has it developed power? (2) In what mental attitude has it left the pupil towards the subject?

In Reading especially, individual attention is needed. One is surprised that so many teachers do not divide their classes into sections for this work. There is always a section that can be left to silent reading, while the weaker ones get individual help from the teacher.

The old method of teaching—pattern by the teacher and simultaneous reading by the class—has practically disappeared. The reaction against this formal and unintelligent treatment of the subject has been so strong that some teachers almost fear to use pattern reading at all. We must beware lest "cultivating the individuality of the child" become a mere shibboleth. As a recent writer forcibly points out "The great importance of the first impression, the desirableness of making it strong, unified, memorable. . . . . is the key to the situation. It is obvious that in the Primary Grades, especially the First, Second, and Third, where the children's reading is stumbling, it is nearly always a great mistake to allow the first auditory impression of any piece to be made by any of the children themselves. The writer has known of cases where pieces have so been forever ruined, discoloured, disenchanted. On the other hand, equally well he knows of cases (in senior classes) where an indifferent student has been awakened, as from a stupor, by an impressive first reading by his teacher of, say, one of Shakespeare's plays, or one of Milton's shorter poems. The oral rendering has reached his emotional vitals for the first time in the boy's life. Hitherto for that lad, literature, poetry, has meant the cold printed page, or the class exercise in reading and declamation; but now that he has been drawn close to Shakespeare, it means passion and power, the master-strokes of character, the thrill of situation and climax. So should it be with the little people of our Primary Grades. To them a poem ought not to mean, first of all, something to be puzzled out step by step; it ought not to figure before the mind as so many strips of difficult printed matter. The attempt to puzzle out the printed words must be prompted by an interest already aroused in the piece, evoking the desire to master it, to appropriate and render it."

This is nothing more or less than a clear exposition of the place the teacher's reading to the class should occupy in a lesson. Here is no mere pattern reading for slavish, unintelligent reproduction, but a pattern reading that excites interest, that brings out subtly and forcefully the beauties of the passage, that makes a model for intelligent imitation. Within such limits pre-readings by the teacher can be of immense help.

Writing.

This subject still varies considerably. It is on the upgrade in most schools though one can never be sure that a class on the up-grade in March is still on the up-grade in, say, September. A change of class-teacher may make all the difference. The subject is one that demands painstaking effort on the part of the child as well as careful teaching and close supervision on the part of the teacher. If the teacher is himself careless, or if his discipline is not strong, then the writing of the class is one of the first subjects to show a falling-off. The writing in the Dictation and Composition Books and in the Pads is one of the best means an inspector has of measuring the strength—from the points of view of carefulness and control—of a class teacher and the value of the headmaster's general supervision. We have many schools in which the writing is very creditable indeed. On the other hand I have seen schools in which, though good work is insisted on in the Copy books, very inferior work is tolerated in the other Script books—notably the Dictation and Composition Books.

We are certainly getting more legible and uniform writing in the upper classes than was the case a few years ago.

Spelling.

The stress that has been laid on this subject year after year is beginning to tell. Most schools seem to be improving. The subject is being regularly taught and an actual lesson, apart from mere learning of lists, is no longer as rare as it used to be. As in many of the other subjects the top standards are often disappointing. One can easily understand the difficulties in the way of Standard I. children as they come from the phonic system of the Infant classes; why the spelling of senior children is not excellent is rather incomprehensible. The curriculum gives the inspector full scope in choosing his tests in this subject to select any "unseen" piece of equal difficulty to the books prescribed for reading. In my last report I pointed out that those teachers who were teaching only the spelling in the prescribed readers were making a mistake, and advised them to get a good modern spelling book and to regularly work from it also. Many teachers who had been using the readers only, were surprised at the failures their classes made in the "unseens" I gave as tests. These "unseens" in no case contained a single word whose use was not quite familiar to the child and that was not a part of his ordinary vocabulary. It seems to me a sheer waste of time teaching words that the child will probably never use himself when writing (and of these there are scores) while he is ignorant of the correct spelling of the words he has in daily use. And yet that is just what very many of our teachers are doing. And herein, too, lies the explanation of those blunders in spelling that so often confront one when the child is asked to write a composition. Obviously in such an exercise he only uses such words as are a part of his vocabulary; obviously, too, those are the very words we should make sure that he can spell before we waste time in getting up orthographical curiosities, or words that he will never use.

Arithmetic.

Progress in this subject is slow. It takes a good teacher to teach arithmetic and so the number of very good schools in arithmetic is practically in direct ratio to the number of very good teachers we have. There has certainly been more thought put into the work this year. Absurd defects, such as those I pointed out last year, are now very rare. Mental work is being regularly and systematically given in the majority of the schools with improved effect. It is curious to note, however, how little reliance the children even in the upper classes will place upon their mental work. It is quite a common thing to find a boy in an upper class when such a simple operation as 67 x 9 for instance, comes in the working out of his written problem, baulk at trusting his mental work and solemnly write down the whole process just as a Standard I. child would. In the same way one finds the elder children sometimes refusing to take short methods in their written questions because the short method would involve reliance on mental work.

Our absurd system of Weights and Measures is largely responsible for the difficulty that arithmetic presents. Had we the decimal system of weights and measures we should no longer need four and five hours a week for arithmetic and even then fall short of excellence in the results obtained.

There is no doubt that arithmetic must always hold a very prominent place in a school curriculum, both for its practical value and also on account of the mental training it affords. One sometimes wonders, however, of what practical value a lot of it is when one sees children working long compound interest questions, making stock and share calculations, and determining how many bushels of oats a certain number of horses will eat in a certain number of days, because so many horses ate so many bushels on so many other days. There is, I think, still a lot of useless lumber to be thrown overboard in arithmetic. A far simpler course than the ordinary text books supply could be drawn up. We want to teach the arithmetic which is going to be of practical use, and exclude an immense amount of the stuff with which text books are still loaded. By doing so we could ease down the curriculum with advantage; we could give more time to mental calculation work of practical utility, and we could save time for subjects such as English, which will probably be of more ultimate use to the children.

An examination of the pad-work of the classes often shows that neatness in setting-out the problems and arranging the various steps logically is not insisted upon sufficiently. In the lower standards, too, the "carrying" figures in a subtraction or addition problem are retained to an unreasonable extent. A child, for instance, after adding the units column has to carry 4 to the tens column. I have seen this 4 written down under the tens column throughout many months of the school year, though the child was perfectly able to do the carrying mentally. There is no excuse for such work as the specimens given herewith, once the principles have been mastered:—

	513	
276	62475	6987
185	18693	9
179		
22	43782	62883
		876
640		

Two other defects in the teaching, viz., lack of proper use of concrete illustration of measures and of mensuration rules, and lack of proper theory lessons in the work of Standards V., VI., VII., are still in existence, though these defects have been

persistently pointed out for years. Of course the number of schools in which neglect is shown becomes gradually fewer—that there is still any neglect at all is what surprises one. Teaching without proper aids to the formation of correct concepts is, of course, bad teaching, yet there are some teachers who still persist in going along on the old way of twenty years ago.

Drawing.

The new curriculum has only been applied to a limited extent this year owing to the closing down of the schools during the epidemics. Some very good work is being done, however, and in most schools the children make very satisfactory progress.

The two new branches, Freehand and Model, have been attempted; the former with good, the latter with fair, success. In the teaching of model, many teachers found a difficulty on account of their own unfamiliarity with the subject. This will, of course, disappear in a year or two as they become more proficient by study and practice.

A lot of valuable help was given to the teachers of the Boulder and Kalgoorlie schools in a series of lectures delivered during the year by the Chief Inspector. These lectures were attended by all the teachers, and must prove of great assistance to them in properly treating the curriculum.

Geography.

In the main this subject is well taught. In the lower standards the lessons are made very interesting and the subject is a popular one with the children. Outdoor lessons are now general in teaching such matters as the physical features of the neighbourhood, distance and direction, slope and drainage, characteristics of the seasons, etc. The descriptive lessons on various parts of the globe are probably the most interesting part of the curriculum. Many of the teachers have obtained such a fine lot of illustrative matter that the children learn with ease, more especially as this part of the work is often centred round some story. As an illustration of the interest the children take in these descriptive lessons when properly given I could cite one school in which the infants in Class III. were able with ease to write a whole page of information about the countries the teacher had been describing.

It is now generally realised by the teachers that Geography cannot really be taught without abundance of illustrations. Some use postcards, cuttings from magazines and illustrated journals, pictures supplied by the Information and Tourist Bureaux in various parts of the world, stereoscopic slides, etc., with excellent effect. Few schools are without good blank maps and relief maps and production maps as teaching aids—and those not because the teacher is ignorant of their worth, but from sheer indolence in their preparation.

Physical geography is not so satisfactorily taught. The Phases of the Moon (prescribed for Standard IV.) are not well treated. The children are not always required to observe the varying forms exhibited by the moon during the month. A proper chart made from such drawings should be kept and the teacher could give the necessary explanation.

Lessons on Climate and the Seasons are not always intelligently treated. One frequently finds that the teacher will postpone dealing with this subject till, say, October, when all chance of observation of the summer, autumn and winter phenomena has passed. Again, one often finds no attempt to use the weather chart intelligently in connection with lessons on climate and seasons. The weather chart is often kept as a thing apart—its data are not used as they might be.

English.

Something closely akin to a revolution has taken place of late years in respect to our conceptions of English as a subject of study for children. It is strange that for many years past curriculum-builders laid almost entire stress on the study of the structural elements of our language—the skeleton of English—and neglected to deal with the Mother Tongue as a culture-medium. It is now happily recognised that the study of English—our language and literature—must take a very prominent place in any scheme of instruction. Here as elsewhere in the English-speaking nations we are still in the experimental stage. No one yet would be bold enough to claim that the best way of treating English as a study-subject for children has been discovered. What we have discovered is that we have in the study of English on broad humanistic lines one of the very finest means at a teacher's disposal for developing thought, taste, culture, character.

The subject stands in a peculiar position. Unlike most, it is not only an end, but also a vehicle, of construction. It demands for efficient teaching among other attributes in the teacher at least these—

(i.) Familiarity with the masterpieces of English literature.

(ii.) Ability to get *en rapport* with a writer—to feel and appreciate the delicate touches that characterise "great" work.

(iii.) Ability to tell a good story dramatically or to read a poem with sufficient expression to bring out all that the writer intended.

(iv.) An enthusiasm for the best: a power of discrimination that will enable him to detect what is merely turgid and banal—and reject it.

(v.) Sufficient artistic spirit to treat a beautiful artistic creation worthily.

Our English teaching now-a-days practically means that we are attempting by means of good readings, and good studies of the masterpieces, to get the children to love such work, to enable them to appreciate a fine thought finely expressed, to direct their taste in their reading after they leave our hands, to so familiarise them with fine and lofty diction that the language of the street and the market place will no longer be their sole means of expression. A recent writer pithily puts it, "Our best thoughts and feelings never get into currency for lack of the bullion of words out of which they must be minted." Our Literature Courses ought to do much to remove that incapacity for self-expression that at present characterises so many youths and adults. The reading of Shakespeare's noble thought

"Look how the floor of Heaven
Is thick inlaid with patines of bright gold . . . .
There's not the smallest orb which thou behold'st
But in his motion like an angel sings,
Still quiring to the young-eyed cherubim."

expressed in such noble language, cannot fail to affect the lad, who in his own dim way perceiving the glory of the heavens and the beauty of the night, is at present unable to express what he feels in other terms than, "It's a boshter."

But there is a distinct danger in the new conception of English teaching. It has often been asked "Can Literature be taught?" and the concensus of opinion now is "Yes—by some teachers." Just as teaching a boy to read brings with it to us the responsibility of seeing that we teach him to read *good* literature (otherwise it might have been as well had he not learnt the art) so if we are going to teach him literature, it behoves us to be extremely careful lest by faulty teaching we disenchant him, and give him a distaste for poetry and prose that will be lifelong. Taught well, English has magnificent possibilities; taught badly, we can do more positive harm than through any other subject in the curriculum. Hence the importance of every teacher seeing just how well equipped he is for his work. I find that not only in this country, but all over the Empire, those in authority have to note with regret how many teachers possess but the scrappiest of acquaintance with the works of our great ones. Add to this that in the teaching of Literature, *nascitur non fit* is probably more true of the teacher than in any other subject, and the difficulties surrounding the proper teaching of English are the more apparent. A teacher may not be enamoured of mathematics, and yet teach arithmetic well. Geography may leave him cold and unenthusiastic, and yet he may secure good results; but to teach Literature he must love Literature. If fine poetry and noble prose do not appeal to him, if they fail to kindle within him an answering glow, then he cannot be a successful teacher of Literature. He may go through a course, he may rise to the dizzy heights of securing "credits" for his pupils in the Adelaide Junior, but he can't awaken, foster, and develop a love of good literature. The child nature in this subject is as so much tinder, to which the teacher must bring the spark of enthusiasm. I have seen the Story of the Revenge—probably our finest ballad—so treated as to leave a class cold and indifferent. I have seen masterpieces from Wordsworth and Tennyson treated as exercises for parsing and analysis: robbed of all their charm and beauty, treated not as a matter of spirit and emotion, but as verbal puzzles to be broken up into clauses.

I am not then satisfied that many of our teachers have the proper qualifications—personal and acquired—for doing the best work in this subject. At the same time a lot of good useful work is being done, and as teachers who at present are not as well read as they should be, become better acquainted with the literature of our nation, and as the method of treatment with children becomes more clearly understood, we may hope for greater advance. Here and there in some schools, very fine work is being done already, and notwithstanding the defects still noticeable it may be confidently said that our English is distinctly better than it was a few years ago.

Another question crops up in connection with the subject. At first educationists asked "Can literature be taught?" and the answer now is "Yes." But one cannot give so decided an answer to the question, "Can Literature be examined?" For not only are the same qualities—personal and acquired—that I have enumerated in the teacher, necessary also in the examiner, but he has in addition another difficulty, almost an insuperable one. He cannot really judge the success of the teaching in its finest aspect—in the way it is affecting the character of the individual child. Only the teacher and the parent can do that. Hence I conclude that in this subject the inspector has probably his most difficult task. It does not follow because a child does not answer questions in Literature readily, that he does not appreciate the studies, and that the subtle refining influence of good poetry and prose is not at work on him. And so I think that in this subject the teacher must have a very free hand. Let him do his work without the anxiety of an examination being ever present with him, and he will probably do it better. Let him but grasp that the end of his teaching is to make each child love what is fine and beautiful in thought and expression: that he has to give to each child's mind a bent that will operate most powerfully in after life; then let him give of his very best to secure this, and the examination of the subject becomes of small importance. My own experience has been that a conversation, a delightful chat with the children on the subject studied, will always afford an inspector a truer insight into the success of the teaching than any amount of formal examinations could give. Firmly believing as I do that in our English curriculum there lies more possibility for good than in any other subject, I am hoping that each year will give us a marked advance. Such an advance has already taken place. Mistakes are still being made, but they are not so crude as they were.

The following sentence from a recent work—The Teaching of English (Roberts & Barter)—applies equally here as in England. "The most important public examinations, too, though vastly improved, have indirectly been responsible for much bad teaching." Where our Standard VII. and Ex-VII. pupils have been working for the Adelaide Primary and Junior, I have seen work done that is almost entirely at variance with the new methods of treating English that are now general in America and Britain. English in the Primary is still almost entirely concerned with formal grammar, and in the Junior the treatment is decidedly not interesting. It is to be hoped that the papers set in future examinations will take more cognisance of the new movement in English in Primary Schools.

In my last Report I noted that the main mistake in the selection of material was that it was too diffuse, and in the treatment that it failed to leave any permanent effect, as far as could be discovered. In this subject Interest is the first touchstone. Folklore and fable, myth and legend, history narrative, biography narrative, nature narrative—all play their part. The teacher has a wealth of material: he has to carefully select such matter as will interest, and will be within the stage of mental development of his children. I do not mean that he should discard a fine selection because it may happen in places to be beyond the children. It is not necessary that the child should comprehend everything. One would not exclude "Daffodils" (Wordsworth) from a Standard IV. child because one verse, "For oft when on my couch I lie" etc. is somewhat difficult of explanation.

This year in many schools some such scheme as the following has been worked out each quarter:—

Class V.–VII.

Prose Study.	Poetry Study.	Recitation.	Readings.
Selections from Malory's Morte d'Arthur	Tennyson:— The Passing of Arthur The Revenge. The Lotos Eaters. The Light Brigade.	The Revenge	Historical. Biographical. Descriptive in Geography, etc.

The plan of working was somewhat thus: The Prose Study was allowed to proceed at the same time as the study of Tennyson's version. The difference in treatment and the effectiveness of each method were noted, the particular beauties both in the prose and poetry were discovered and in special cases memorised, the characters of the personages were discussed, the appropriateness and beauty of the various figurative expressions were pointed out, the beautiful choice of special words to bring out the delicate shades of meaning was not overlooked. A good deal of reproduction, both oral and written, was required and the net results were—

(i.) The pupil had learnt the fine story;

(ii.) He had committed to memory some of the most beautiful passages;

(iii.) He had had his vocabulary enriched, and his conception of the beautiful in thought and diction enlarged;

(iv.) The ethical value of the piece unconsciously made its impression, varying in depth and permanence with the skill of the teacher.

The other poems were treated in the same way. Only one would be memorised in its entirety each quarter. The last column—Readings to the Children—is of great importance. Teachers had a free hand and roamed among the fields of literature in many varied aspects, selecting fine passages not only to enforce and give an added interest to their work in other subjects, but for the sake also of awakening the desire to read such books for themselves in the children. The Historical Novel; The Biography; The Book of Travel and Discovery; Poetry and the Drama; all were called on to contribute, and in some schools very good work was done. I cannot too strongly urge the importance of such readings. They occupy only a few minutes and yet they arouse interest and unconsciously affect taste.

The dramatic instinct in children is not sufficiently recognised. In some of our kindergartens we have teachers who make the lessons much more interesting and valuable by utilising this instinct. Of course it can be overdone, especially in the senior classes, but it is good to have a scene occasionally acted, or a story rendered dramatically.

I have been disappointed with the prose selections that the children are asked to memorise. Teachers seem to have almost entirely gone in for florid passages, magnificent sometimes no doubt, but yet beyond the children. The absurdity of asking John Jones, a mere, ordinary, healthy, marble-playing boy of 10 years, to memorise and appreciate a florid passage from Burke ought to be apparent to any teacher. Burke, Ruskin, Carlyle—it seems almost as if no other prose writer of merit existed, judging by the way in which one constantly sees this trinity honoured in our schools. Fine English, doubtless, characterises the pieces selected, but the question of John Jones also has to be considered. Surely there are hundreds of fine pieces of *simple* English that the boy could appreciate all the more because he comprehended them.

Teachers whose literary knowledge is scant, as well as those who are good students of English, will find much good material in an excellent series published by Nelsons and called "The Treasury of Song and Story." The selection of the matter is very good. At any rate such books may save the more inexperienced teachers from selecting poor stuff for their pupils' studies. "We can perform no worthier office for the child than to set singing in his mind, in order to fashion the norm of his tastes, poems and pieces selected with a fine scrupulousness."

Grammar and Composition.

In both these branches satisfactory work is being done. The improvement in Composition, both oral and written, is marked and may be attributed to improved method work. There is in the upper standards a tendency to drop the use of Oral Composition almost entirely in favour of written exercises. Of course written work should largely preponderate, but some time should be given to oral composition throughout even the Ex-VII., seeing how easily the children will lapse into careless and slovenly expressions. Children of 12 or 13 years know full well that "what" is not pronounced "wot"; that one should not say "gimme" for "give me," etc., but yet the language of the street and often of the home makes a deeper impression than the language of the class-room.

Some approach is at last being made to definite teaching of written composition. For years past one has had the same criticism to offer, viz., that the children are merely set to write essays and reproductions which are laboriously corrected by the teacher. It is now being recognised that such method is absolutely faulty: that composition is an art: that it must be taught in systematic and graded courses of lessons: that the study of the technique of good models is of great value: that the effect of the literature studies should be discernible in the choice of words and expressions: that composition is not only a question of matter but also of form.

In a good many schools definite and systematic instruction is now given.

Composition demands also adequate practice. It cannot reasonably be argued that the writing of one piece of composition per week affords adequate practice. One knows how tedious and heavy is the work of correction of composition exercises when the class numbers 50 pupils; but the work must be done, and done carefully too.

Not enough practice is given in written reproduction work simply because of the time required for correction. At the lowest estimate it takes an hour and a-half to correct such exercises, and teachers are chary of giving the work because of the labour involved after school hours in such correction.

As we cannot, and must not, do away with the giving of ample practice in writing such summaries, some scheme for lessening the correction work might be devised by a thoughtful and resourceful teacher. As the case stands at present few teachers, if any, would like the inspector to test their Standards V.-VII. in History or Geography or similar subjects by a purely written test. They know that the pupil knows more than he can write down. But we want him to be able to write down in good, well-arranged form, what he does know.

Without ample practice he cannot do so. Therefore ample practice must be given in spite of the heavy work of correction. Why should the Standard V. teacher have a lot of such correction work and the teachers of Standards I.-IV. go free? Why not make them help?

Organisation.

The organization of most schools has been effective. The point to which special attention has had to be given is the proper organization of the infant

classes. The schools are decidedly lop-sided as regards the number of children in the Infants, Standard I. and Standard II., and the number that reach Standards V., VI., VII. Taking a large school (certainly the worst in this respect), I found that an analysis of the ages in the various classes gave some rather startling results. For instance I found that in Standard V. there were 39 children who were over 13 or 14 years of age and who would not in all probability even complete their Standard VI. Course. There were 29 in Standard III. whose school life would probably end with Standard V. In Standard IV. 45 were over 12 years. In Standard III. 61 children had no hope of ever passing through our full curriculum owing to their age. Only six per cent. of the enrolment were in Standard VII. and Standard Ex-VII.

Though we probably have on the Goldfields few schools in which the ages are so high, still it is a fact that in very many schools the number of children who reach the seventh standard under the age of 14 is altogether too small.

The fault does not lie wholly with the teachers. There is a growing tendency on the part of parents to keep their children away from school till they are at least six years of age. Many children come at seven or even later.

Then, too, we have an enormous amount of moving from town to town still going on, and children not only lose time, but owing to the numerous breaks in the continuity of their instruction, they fail to acquire in many instances sufficient efficiency to justify their promotion to higher classes.

The main cause, however, of the comparatively small numbers that pass through Standard VII. is, I am sure, due to the way in which time is lost in the Infant Classes by children who attend for the first time at the age of six years or over. Teachers have made the mistake of treating these children as Kindergarten Infants, and have given them the same course of work that they plan out for beginners of four or five years. As we have seven standards, each of which requires a year's work for the average child, unless a child begins his Standard I. work at seven, he will in all probability not complete his school course. A year lost at one end of the line is rarely recovered, and means the loss of Standard VII. work at the other end.

A child that does not attend then before passing its sixth birthday cannot be treated to the same course of work as the Kindergarten infant of four or five. Such children have to be prepared for Standard I. in a course of one year's work. And this can be done without undue pressure. The whole matter means merely a reorganized Time Table. Less time can be given to Kindergarten occupations and games and more time to those subjects which prepare a child for Standard I., viz., Reading, Writing, Arithmetic, and English.

The whole question is one of extreme importance. Teachers must bear in mind that a two years' course in the Infants for a six year old child almost always means that that child never enters Standard VII. Of course there are exceptions. We have the bright child that advances two standards once during his school career and so regains lost time; we have the abnormal child to whom it probably is a distinct advantage in the long run that he should spend even three years in the Infants, in spite of the fact that this may mean that he finishes his school career with Standard V. But teachers should see to it that children, as a rule, do not remain in the Infant classes after reaching seven. Until this important point is attended to we cannot hope to have senior classes of any size. The experiment of collecting together at the beginning of the year from Class I. Infants all children over six years of age and then giving them special attention in a class by themselves was tried this year (1908) in one of the large infant schools on the Fields, and proved successful. With a few exceptions these children are now fit to enter Standard I. in 1909.

For years past a Standard I. of less than 50 has rarely been found in a large school. In the past, of those fifty as a rule not more than 10 have reached Standard VII. The leakage has been too large altogether.

A further difficulty in the work of organization presents itself in connection with the Infants' Section of Classes II., III., and IV. schools. In such schools one sometimes gets sixty or seventy infants in three sections under one assistant. Probably at the beginning of the school year the class starts with 40 children—mostly beginners—and as the year advances new scholars keep drifting in till the class increases beyond a fair limit for one assistant, and yet the numbers are not sufficient for the division of the class between two assistants. Obviously the solution lies in the appointment of a monitor, but it sometimes happens that the aggregate atendance of the whole school does not warrant the appointment of extra assistance even to the extent of a monitor.

This entails hardship on the assistant in charge of the infants. Sixty or seventy infants make a class altogether too large for one teacher.

I do not favour the removal of a section of, say, 20 infants and combining these under a Standard III. teacher, let us say, because Standard III. only runs to 40 children. Such organization is, I think, quite unsound in every way. The Infants' section of the school should be kept as a unit.

It is to be hoped that some elasticity may be introduced into the staff arrangements so that in all schools with fifty or more infants a monitor may be appointed to give the necessary assistance.

School Gardens.

I am pleased to be able to report a distinct advance this year. Last year many of the schools made their first effort in this direction, but a number left the matter over till this year. Now we have scarcely a school served by the Water Supply that has not a creditable garden. Some of the gardens are exceptionally good and have made a wonderful difference, not only to the appearance of the grounds, but also in the interest that they have excited in the children. The importance of the school garden as an educational influence is being fully recognised. It is no longer a fad.

Special mention should be made of the gardens at Coolgardie, Kanowna, South Boulder, Kalgoorlie, Brown Hill, Norseman, Leonora, Menzies, Trafalgar, Boulder, and Williamstown. In some cases the original soil was ironstone gravel, in other cases there was practically no soil, and the rock and stone had to be removed by crowbars. Teachers and pupils, however, worked with such zest that in spite of these most unfavourable circumstances, soil was carted, fences erected, and pretty gardens resulted. The teachers and pupils of the schools mentioned have every reason to be proud of the results of their labours.

Tree-planting has this year largely proved a failure. The trees sent out were so immature that hundreds of them, in spite of the care bestowed upon them, wilted up before the first hot wind and failed to live. Many of the schools, however, that planted their trees last year around the playgrounds have now a sturdy lot growing that promise to afford pleasing shade in another year's time. I should like to see each school plant a grove of pepper trees in a corner of the playground—say a dozen or twenty trees about 12 feet apart. In a few years such a clump would afford a cool shady retreat for the children at luncheon and recess times.

A good deal more might easily be done in making the school garden enter into the Nature-Study work. Some schools do this excellently: in others the garden is used mainly for its æsthetic value, and its practical value from a teaching point of view is not sufficiently realised. I would like this latter value of the school garden to be borne in mind by all teachers, for I am sure that they will find that the children will take an immense amount of interest in studying the growth of their plants.

It is indeed very pleasing to see in so many schools these little beauty spots, where but lately everything was barren and ugly. I am sure that when the teachers see the children tending their plants with such obvious enjoyment, they must feel more than repaid for the effort that they have made. At any rate they have the satisfaction of feeling that by their effort they have indeed done something definite towards the formation of character in the children, who by the instrumentality of the school garden have come to love flowers, and to read a little in the book of Nature.

School Decorations.

In this respect also there has been a distinct improvement during the year. Very few teachers indeed have not made a satisfactory effort to brighten the walls of their rooms and make the surroundings both cheerful and educative. In some schools the pictures introduced are of high merit. I have been gratified to note the introduction of such series of pictures as The Britannia Historical Pictures, and the series of Empire Pictures published by Philips. These are of great value both artistically and educationally.

Of course we have still a number of decorations which can only be regarded as temporary expedients. Some of them are crude in colour and of small merit educationally. They are, however, rapidly giving way to better material. The Coolgardie and Kalgoorlie Central Schools held concerts this year to raise a decoration fund, and the generous support of the parents shows that they are only too ready to co-operate with teachers in helping to beautify the schools.

The Trafalgar school (Mr. Thomas) deserves special mention for the creditable decorative work done throughout.

Records and Registration.

These matters are receiving satisfactory attention. The points to which I would especially draw attention are:—

(a.) Programmes of Work. The compilation of these is neither the work of the headmaster alone nor of the assistant alone. It should be done by the headmaster in consultation with the assistant. Cases have occurred during the year in which the work has been ineffectively planned because of this lack of co-operation.

(b.) The Annual Report. Each year the Department issues a voluminous and informative report. It should be the duty of head-teachers to see that the staff peruse this report, especially that part of it which deals with the reports of the various district inspectors.

School Libraries.

These are now in almost every school. The great advance that has been made in this important adjunct of the school of late years is bearing good fruit in the increased facility with which children read and in the distinct improvement that is taking place in Composition. There is no doubt that the class libraries are telling in the lives of the children. The books as a rule are well selected and are eagerly read. A few points should be made, however:—

(a.) Need of renewing books. A school library does well if it lasts two years. Even if the binding has not given way, yet for hygienic reasons it is doubtful whether it is advisable to keep books that have been soiled by constant use. Of course books of reference and similar works that are not in use daily may last for many years, but the ordinary story book that is constantly in use should not be kept once it has become dilapidated or dirty. The cost of replacing is so small that the untidy or badly-soiled library book should be withdrawn from circulation.

(b.) In some schools the librarian's work is not well supervised. Except in the top classes the class teacher should act as librarian. I have noted with regret in a few schools that through carelessness some books have been lost and the gaps so occasioned have not been filled.

(c.) The class teacher should direct the reading to a greater extent. Some teachers keep a list of what each child reads and find time for a few minutes' chat on the subject-matter of the books. I think the plan is admirable. It is not sufficient merely to know that children take the books home: the teacher should also try and find out how much of the story has been assimilated. Children should be encouraged to talk about the stories they have read, and in their own small way to criticise.

(d.) Annual additions of new books. There is so much new matter being published each year that teachers should make a point of placing aside a certain amount from their school funds each year for the purchase of new books. The following series should be in each school library:—

Nelson's—Treasury of Song and Story.
Jack's—Told to the Children Series.
Collin's—Tales for the Children Series.
Black's—Peeps at other Lands Series.
Harrup's—Told through the Ages Series.

(e.) The teacher should strive to get into touch with the child that never (or very rarely) takes home a library book. Tact is

necessary and personal interest, to get such pupils to become readers. A well-selected story may be the means whereby a non-reader-for-life may be turned into a student.

Staffing.

The schools have been fully staffed during the year. Of the teachers as a body one must speak well. They do try hard to give their best work, and many of them show an amount of interest and enthusiasm that is most commendable. The result is that most of them do satisfactory work. At the same time it must be stated that many do not reach a high level of professional skill. We have few bad teachers, we have very many that are very fair teachers, we have not enough very good ones. It becomes a matter of difficulty sometimes to find suitable teachers for Standards V., VI., VII., not only as regards scholarship but also as regards ability to satisfactorily handle a large class of senior pupils. Doubtless in time to come our ex-students of the Training College will remedy this defect: in fact each year gives us an additional supply from this source well fitted educationally to do such work. With many ex-students, for some time after their appointment to our schools the question of grip and discipline is, for some of them, a serious problem. It is for the head-masters to so guide and assist such young teachers that they may acquire good disciplinary power.

The great advance in educational matters that has taken place in the last 10 years—an advance that has made more exacting requirements from the teacher—has necessitated a more expert staff to cope with its demands. There is no question but that the teacher of to-day has to be much better equipped professionally to be a successful teacher than was necessary 10 years ago. The demands are much greater: the science of Education has received more attention and as a result the art of Teaching demands greater skill and personal attributes in the teacher. A modern school staff needs to be composed of highly-trained and high-idealed members if the modern conception of education is to be realised. The profession is not in itself attractive to many. Most young people know that teaching is going to mean a life of very hard and exacting work, and naturally they ask themselves whether the prizes are proportionate. Even the most optimistic of us can hardly urge that they are so. Teaching is probably the poorest-paid profession and probably also one of the most exacting. It is questionable, therefore, whether, so long as these conditions hold, we will not always have as a summary of our staff, "Many, very fair; few, very good."

The lack, comparatively, of male assistants is to be deprecated. Were the position of the teacher rendered more attractive in the way of emoluments we should not have to complain of this dearth. Most young men are able to see that teaching will afford them a living, but not a competence. Salaries of average size, mean generally men of average ability.

Were there more prizes, we should probably attract more men of more than average ability, and it is just such men that the cause of Education requires. It is, therefore, the more praiseworthy to find so many of the teachers sparing neither time nor energy nor pains to do their best. Some do not even spare their pockets, though they can ill afford to do so.

Something should be done for some of the unclassified teachers. We have a system of classification which depends in the first instance upon passing examinations in scholarship. We have some assistants who cannot pass such tests but who do really first-rate work. Cases are not unknown of where an unclassified teacher may be in one room and a classified in the next room with almost double the salary, and yet the unclassified is much the better teacher. It is a pity that in cases where unclassified teachers do work of exceptional merit the Regulations do not permit of higher salaries being paid as some recognition of such superior work. If we could institute a special certificate, say a "D" Certificate, for such teachers, tenable only while they show excellent work, and allowing them something extra in salary while they retained the certificate, we should only be doing a fair thing. For such teachers the salaries received are very small.

The majority of the Head Teachers in the larger schools direct the work of their staffs capably. There are still some, however, that rather adopt the attitude of critics and examiners than helpers. On pointing out defects in certain classes the inspector is sometimes met with the reply, "Oh, yes! I know that is so. I pointed it out at my last Quarterly Examination." When asked by the inspector, "But what have you yourself done towards remedying the defect?" a satisfactory answer is often lacking. It is the business of a head-teacher when he finds a weakness not merely to point it out, but to offer useful suggestions and give practical help towards removing the weakness.

Public Examinations.

Owing firstly to the diphtheria outbreak and the consequent closing of the schools, and secondly to my expressed criticism as to the advisableness of sending candidates up for the Primary and Junior, the number of schools that did such work this year was not an increasing one.

The centralising policy now adopted by the Department will solve the difficulty that has really been an acute one in the past. Parents will naturally now look to the Kalgoorlie Central and Boulder Central schools for such work as University and Bursary Examinations. The other schools will still of course be able to provide scholarship candidates, and should do so.

There were a good many candidates for the teaching profession presented this year. The most promising boys, however, are often unwilling to enter the profession. The girl candidates as a rule are from the best of our girls.

The Kalgoorlie Senior school again had a very successful year. It obtained second place in the State for the number of passes in the Primary—21—and its Junior record of 9 is the best it has so far obtained. Boulder Senior, with 7 passes in the Primary, and Menzies and North Kalgoorlie with one each, were also represented in the pass lists.

Our Goldfields schools have not in the past, and do not yet, furnish sufficient candidates for Bursaries and Scholarships (Secondary School and School of Mines). The fault is with the head-teachers. Kalgoorlie Senior school obtained one bursary, Coolgardie two. One scholarship was gained by Kalgoorlie Senior.

Educational Waste.

My opportunities for observation in the big centres of the Goldfields have afforded me much food

for serious reflection as to the extent to which the efforts at citizen-making going on day by day in our schools are stultified once the children pass from our care. From the age of six till he is fourteen a boy receives a regular and definite training to fit him for his career. He is looked after very carefully in every way. We try to educate him physically, mentally, and morally, and develop him in these three aspects, so that he shall become a valuable asset to the State. Our teachers really do strive hard towards this end: the State also liberally helps by providing first-class facilities. And so the work goes on steadily and effectively till the lad reaches his fourteenth birthday.

By that time what have we done for him? (1.) We have given him regular daily physical training; we have made him form habits of discipline, smartness and precision thereby. (2.) We have by our curriculum enabled him to read with intelligence, to obtain an elementary knowledge of mathematics, to understand a good deal of the history of his race and of the world he inhabits; we have tried hard to implant in him a love of good literature; our science courses have opened his eyes to some of the wonders of Nature, and (3) We have directed our teaching so that the Drawing, the Hygiene, the Scripture, the Literature, the History, and other lessons shall arouse in him a love of what is beautiful and noble and manly.

And so the boy leaves us. What follows? Here comes in what I have termed "Educational Waste." It must never be forgotten that the boy that leaves our Primary Schools thus at 14, leaves us with only the rudiments of a sound education—excellent, we believe, as far as it goes—but needing further study for some years if the full benefit is to be reaped by the lad and by the State. It must also never be forgotten that it is during the three or four years immediately after leaving school (say between the ages of 14 and 18) that a lad passes through the most critical part of his life. He is neither boy nor man: he has to begin his career: he has to determine whether he is going to allow what knowledge he has already acquired to represent the limit of his educational equipment (and in that case to be more or less rapidly forgotten), or whether he is going to regard it, as it should be regarded, merely as foundationary work to better things.

The truth is that with rare exceptions he takes the former view. He feels that fulness of life characteristic of adolescence, he enjoys immensely the new sense of freedom, he wants to hurry to be a man. And thus year after year boys are turned out from our schools in hundreds, full of promise and potency. But are the promise and the potency realised? What was learnt too often rapidly fades away and the net result is that "little learning," which, we are told, is "dangerous."

To me, it seems more than a pity that it should be so—it is a disgrace. One has only to walk about the streets at night to fully realise the magnitude of the educational waste that goes on. Consult the librarians at the various institutes and libraries and find out how many lads are reading, and of the very few that do read what kind of literature appeals to them. Get in amongst the lads at a sports meeting and note their conversation.

I do not altogether blame the lads. A new life is opening out before them and the attractions of it are to many so strong that further study and self-improvement have but small charm in comparison. The climate during many months of the year calls them almost irresistibly to be out of doors. Unfortunately "out of doors" it too often synonymous with "out of parental supervision and control."

I do not blame our Primary system. Time and again has one to listen to sneers from unthinking people that the system of education produces the careless hobbledehoy, the cigarette-smoking wastrel, the inane lounger, the sport-cum-gambling type of youth, and therefore must be extremely faulty. The system of Primary Education is not to blame. The responsibility rests on the State and the parents.

Something should be done. Australia has taken her place among the nations of the world and it is the hope of all true Australians that she will occupy a place not unworthy of her forbears. National existence brings with it heavy responsibilities. We are hoping to build up in this continent a people, sturdy, self-reliant, and intelligent. Industrially we are entering the lists of competition with the older nations of the world: politically we have declared for a White Australia. We know what responsibilities are incurred by both measures. We know that tariffs alone will not save us economically if our people are not as well trained, as keen, as intelligent, and as industrious as the peoples of those nations with whom we have to compete. We know, too, that our right to keep Australia for the white races may be seriously questioned in the near future, and that, as we are at present, we would find it well-nigh impossible to enforce our claim should a strong coloured nation seriously challenge our right in this respect.

I think, then, that it may be stated without exaggeration that the realisation of Australia's ideals demands above all "fitness": not "fitness" in the select few, but "fitness" in the average citizen.

What are we doing as a nation to secure this? The answer would probably be that we have established free and compulsory education of a high type, that we have Secondary Schools and Technical Schools. For Defence purposes we have Senior Cadets linking on to the school on the one hand and the militia on the other.

On paper all this looks very well. But it cannot be denied that Secondary Schools and Technical Schools play but a very small part indeed in the life of the thousands of Young Australians—the masses in other words—upon whom eventually falls the realisation of our ideals.

Doubtless a few of our ex-Primary School pupils attend the other institutions devoted to further development of the mental and physical calibre of our people. But it cannot be possibly stated too strongly or too often that the agencies which go towards furnishing this further development are not "telling" as they should. The facilities are offered, no doubt, but the questions are, "Are they used?" and, if so, "By what proportion of our ex-Primary Pupils?"

The position summarised is this:—

(i.) Australia has certain ideals demanding a high general condition of efficiency in its citizens.

(ii.) It is agreed universally that the main work of the schools is this preparation of good efficient citizens.

(iii.) Therefore the State ensures good primary education—which in its own interests it enforces.

(iv.) Its system of primary education includes sound physical training and an efficient cadet system;

But—

(v.) At the most critical time of his life, it turns a lad out from its primary school and leaves him arbiter of his own future.

(vi.) It thus gives him the option of undoing to a large degree what it has cost the State hundreds of thousands of pounds to achieve. And a vast majority of our youth take advantage of the option.

It is surely a matter of acute national importance that the work done during the seven years' course in the primary school shall not be allowed to run so largely to waste as it is doing at present. To educators who are thoroughly imbued with the right spirit, whose attitude to their work is the modern one (and we have very many teachers who are of this class) it is distressing to see the hundreds of bright, well-trained children that leave us year by year allowed to deteriorate. It does seem futile that the State should cease its authority and its paternal care just at that very point where its authority and its care would be most telling.

We have in the interests of national existence to secure industrial fitness and provide for defence. In our primary schools are the future men upon whom these duties must fall. One would think then that the State which sees to the fitness of its primary education and trains the children mentally and physically would provide machinery to further carry on the work till the schoolboy had become a man.

Ultimately the problem as to how this tremendous loss of power is to be avoided will have to be solved. Take in the first place the immense loss for defence purposes that is occurring every year. We have in our schools on the Goldfields (and through the State generally) a system whereby every physically fit boy begins at about eight years of age a systematic course of training in both squad and physical drill which he undergoes practically every day for a short time during his six years in the primary school. When he leaves us he knows his Company drill well.

What a wealth of valuable material for the future defence forces of the State is thus being generated in our schools. And yet most of it is allowed to go absolutely to waste simply because the State says, "A boy shall learn to drill till he is 14" and then also says in effect, "He can please himself after that whether he becomes a senior cadet or not." Were this wastage prevented it would mean that in ten years the State would have a splendid militia—a citizen army. It would mean a fine continuous toning-up of our youth were the physical training, the discipline, the camaraderie of the school carried on in the Senior Cadets.

In the second place and at least of equal importance is the problem of dealing with the wastage as regards the making of an industrially fit people. Industrial fitness chiefly depends upon (a) mental equipment, and (b) technical skill. Technical skill may be acquired at institutions already in existence, increased mental equipment at Continuation Schools and Secondary Schools. The problem is, "How are we going to get hundreds of our ex-primary school pupils to attend these institutions where now we have but units?" It must be borne in mind that we must get hold of *the average boy,* the boy who, though not brilliant, is sound: the type of boy that ultimately makes the sober, reliable citizen. We already get hold of the odd brilliant boy by means of a few scholarships, but we lose the hundreds of good, solid average boys, and losing them we lose a tremendous amount of power generated in the primary school. This question touches the future of our State very closely indeed. Its solution is imperative.

Our Technical Schools must remain closed to vast numbers of our boys till we have solved the problem of bridging over the gap between 14 years of age and 17 or 18 years, so that during that period the primary school course of studies may be sufficiently extended to enable the boys to take full advantage of the courses of work in the arts, in industry and science that are provided by Technical Schools and Universities.

In the whole sphere of State Education there seems to me nothing so urgent in importance as the prevention of the lamentable waste of excellent material that is going on year by year. Ultimately the problems I have stated will have to be solved if we wish to become a nation. The longer the delay the more serious and costly will be the solution.

WALLACE CLUBB.

22nd February, 1909.

Report of Mr. J. A. Klein, M.A., Inspector of Schools.

GREAT SOUTHERN DISTRICTS.

I have the honour to submit my report on the schools in the Great Southern District.

There were 93 schools in operation at the close of the year, with a total enrolment of 3,171.

New schools were opened at Hicks Siding, Ornabullup, Gnowangerup, East Popanyinning, Rockwell, Glencoe, Glenfield, Caroling South, and Cherry Tree Pool, while Denmark and Toolbrunup were reopened. Badjanning has been closed during the whole of the year. Five schools were transferred from Inspector Clubb's districts to mine, and two from Inspector Robertson's.

Attendance.

The average attendance throughout the year was 2,640. This district was more fortunate than most of the others, for while numbers of schools throughout the State this year were closed on account of diphtheria or measles, comparatively few places in this district were so seriously affected as to make it necessary to close the schools. Of the larger schools, the best attendance was made at Narrogin, while among the smaller schools Lime Lake and Nebrikinning deserve special mention.

Accommodation for Teachers.

In some of the remote districts our teachers, ladies especially, experience very great difficulty in securing suitable accommodation. They have to live under very unpleasant conditions with the pioneering settler, who is just making a beginning on his farm, and who cannot afford to spend anything on home comforts. A few supports and a dozen sheets of iron constitute his house, and he has no opportunity of offering a satisfactory home to young women who have been accustomed to comfortable family circles. Others are by circumstances forced to live with the squatter or well-to-do farmer, whose good wife will at times venture to suggest that the teacher might assist in the house duties seeing that "she has so little else to do."

Young women will, of course, not tolerate such treatment, and I have in my mind more than one school that has been temporarily closed owing to one or other of the causes above mentioned. Male teachers are in most cases able to batch for themselves, and fare better.

Buildings.

These are generally in good order and well cared for. Not a few teachers, however, are neglecting Section 2 (*b*) of Regulation 149. I have noticed, too, in some of the larger schools, that children are entrusted with the cleaning and, as might be expected, in these cases the work is carelessly carried out. The best kept building in the district is Katanning, where the teacher is fortunate in having secured the services of a most conscientious caretaker.

I do not intend to speak of the necessity of the school gardens and experimental plots, for that is clear now to every right thinking teacher. All schools attempt something in this respect, but many of the teachers have not sufficient practical knowledge to grow a few annuals successfully. They wait until the rains come in May or June before sowing seeds, and before the plants are ready to be transplanted the dry weather has set in, and so poor results are gained. Instructions have been given to prepare seed boxes and raising-beds in February or March, so that when the season breaks the seedlings may be ready for transplanting, and good blooms may be expected early in August. The most improved ground this year is Mourambine (Mr. Humphries). When he took charge of this school in November, 1907, the place was most untidy and unkempt. Now there is a flower garden in front which would do credit to any gentleman's home. Vegetables and cereals have been grown round the sides, in the back a football and cricket ground has been cleared, a tennis court made for the girls, and in addition a croquet lawn is in course of construction. Other schools deserving special mention are:—

Albany Senior—Mr. Nadebaum.
Ashfield—Mr. Brown.
Kulyaling—Mr. Booth.
Katanning—Mr. Lyngberg.
Tambellup—Mr. Walters.
Wandering—Mr. Toms.
Wardering—Miss Kippenberger.
Moojebing—Mr. Illman.
Ravensthorpe—Mr. Robertson.

The feature of the garden at Tambellup was the fine display of bulbs.

Organisation and Instruction.

Though undoubtedly on the up-grade, there is still room for improvement. In the small schools teachers who have been at least a few years in the service make a fair attempt at drawing out their programmes as far as definiteness of entries is concerned, but it still seems hard for many of them to grip the underlying principles of correlation of subjects. Each subject seems to them to be regarded as a separate unit of study to be taken up for one half-hour, and then to be carefully laid aside until the rotation of lessons brings it round again for treatment, and so on as the weeks and months pass by. We cannot expect our curriculum, which appears to such teachers absolutely formidable in its number of entirely separate studies, to be successfully carried out until this matter is thoroughly understood and intelligently put into practice. At the inspection visits much trouble has been taken to illustrate what this all means and how the interdependence of one subject upon others must materially lighten the work and make the teaching much more interesting. As I remarked last year, the "thinkers" are doing fairly well and are reaping the advantage.

In the larger schools it is extremely doubtful in some cases whether or not the head master is making his influence sufficiently felt throughout the school. He may be managing his own "division" well enough, —a class teacher could do as much—but that is not the sum total of his duties; he is to guide the work throughout the whole of the classes, suggest methods, and in short so to act that every teacher and every child will feel that he is a power working for good throughout the whole institution. I am the more doubtful on this point from a close study of the system of quarterly examinations in our schools. I do not mean to infer that these examinations are not held and recorded. In point of fact, most head teachers carry out the regulations to the letter as far as examining, awarding marks, and recording results are concerned. But surely this cannot be considered the aim of these quarterly, or of any other, tests. In many cases, however, when the testing and recording are completed, the book is carefully locked up for another quarter, and in such cases the examination is not worth the time expended on it.

But, on the other hand, in schools where these examinations are really a power for good one will find the head master acting differently. He will call up his powers of initiative, his directing influence will keenly manifest itself. He will at once note the subjects that are weak—he has proof that the methods in use are non-productive—he will feel that he must provide the remedy and do his best to supply other methods, in the hope that they may be more beneficial.

More than once when reviewing the inspection results with the head master and his assistant, and when drawing their attention to certain weaknesses, I have been told that such weaknesses were known, and had been recorded, but on asking what remedial measures had been suggested the answer was not forthcoming.

It is this danger of the head master's falling into little more than a class-teacher that has prompted the Department to issue "The Head Teacher's Suggestion Book" in which he is expected to enter suggestive methods, and any hints he may think necessary for his assistants' guidance.

At the association meetings I have spoken on the value of this record, and how the Department expects it to be used.

Instruction.

At the close of the year there were 111 teachers in this district. Of these 1 held an A certificate, 22 classed as B, 31 as C, while 57 were unclassified. It will be seen therefore that the large majority hold no certificate. As much as possible has been done to assist those in remote districts by (*a*) visits to the model school at Gosnells, (*b*) by visiting better schools close by, and (*c*) by encouraging association and other meetings of teachers.

Printed with the curriculum issued early this year are useful practical hints on method. These have proved in the majority of cases to be very helpful indeed, and as they are further studied must be of material benefit, especially to the teacher of the bush-school who seldom has an opportunity of seeing any other school at work. In the smaller schools, the instruction this year has been more successful than in the past, although in the upper sections good results have been the exception.

That this must be so seems almost inevitable, when it is remembered that many applicant teachers fail to satisfy the examiner in an easy test set on Standard VI. code; and when the demand for teachers of small schools is so great that occasionally even these have to be employed.

In the larger schools the work this year is better, but I am convinced after a close observation of methods that our teachers are not getting "a maximum of result with a minimum of effort." Too much, in my opinion, is done for the child, his difficulties are all softened down for him, and there is just a danger that he may lose his self-reliance, and his determination to grapple with his troubles single-handed. There appears, even among the elder children, to be very little serious preparation of lessons at home even in such studies as history, geography, or recitation. I have actually seen a class preparing for geometry, and on investigation found that not a single lad had previously looked at the proposition to be studied.

All were waiting for the class teacher to "teach" it. It should be stated, too, that this is more marked in the town than in the country schools.

A more systematic control of home preparation of lessons is expected during this coming year, especially in Standards IV. to VII.

During the last quarter of the year, seven teachers from small schools in this district took the opportunity of a three months' course at the Training College.

The most successful schools this year were:—

Albany Infants'—Miss Culley.
Katanning—Mr. Lyngberg.
Narrogin—Mr. Maloney.
Cranbrook—Mr. Bailey.
Ashfield—Mr. Brown.
Mourambine—Mr. Humphries.
Lime Lake—Miss Kellett.
Esperance—Mr. Chandler.

Inspection.

One hundred and fifty visits were paid this year. Four schools were visited four times, three received three visits, 48 two visits, and 37 were seen once only. Two schools in this district were not reported on at all, *i.e.*, Frankland River and Denmark. The former was closed when I was in the district. The latter was reopened in June.

On the individual subjects I beg to report as follows:—

English.

The principal aims of instruction in English are: (1) "to enable children to express their thoughts in clear, correct, and connected language, and (2) to enable children to understand the thoughts of others and to appreciate what is good in literature." My remarks in the main will bear on one or other of these points.

Without doubt the oral composition in the lower school is improving; children are gradually getting more confidence in themselves, and becoming less awkward in framing their answers and in their conversation generally. Teachers are making more use of illustrative matter in this connection, while the history, geography, and other supplementary readers are so tastefully arranged that children are keen to read and discuss the subject-matter with their teacher. A note of warning is, however, necessary. Teachers, at least very many of them, are beginning to act as if this picture reading and discussion of subject-matter of lessons were the only type of conversation lesson possible. Descriptions of objects, etc., are being neglected and poor results were obtained in this section of the work at the annual inspection. Com-

paratively speaking, the oral composition is not as good in the upper school as it is in the lower. Sufficient practice is not given, scrappy answers are accepted, and logically complete sentences are the exception. The value of carefully arranged summaries of lessons in teaching arrangement and connection does not seem to be realised by many teachers of upper standards.

In the junior and middle sections written composition is very fairly treated; the results gained may be considered satisfactory. The sentences are balanced much better, and simple connectives are more skilfully used. The majority of the teachers are using one or other of the many excellent series of Language Lessons now to be had at very little cost. But as in oral composition, the work in the upper sections is not showing the "finish" that is expected. That it has improved is without doubt, but it is just as certain that the treatment is not nearly so effective as in the junior school. The want of a systematic method of correction of errors is the predominant weakness.

Reading and Literature.

The most pleasing thing to report about reading is the growing fondness for books and the steadily increasing appreciation of good literature. This is due to the teachers' efforts in procuring well stocked libraries, for which very great credit indeed is due. Many of those in charge of the small schools in struggling districts have had much to contend with in getting funds, but all have succeeded in supplying extra reading matter for their children, and the eagerness of the little ones to "take a book home to read" repays to a very great extent all the labour and pains expended. One class teacher in a town school wrote to inform me that he had just spent £6 on books for his class. When visiting the school a few weeks afterwards, I asked to see them. The teacher, apologising, said that "that was impossible for every book was 'out,' but I might see the catalogue." When such keenness is displayed, we need have no forebodings about the future literary tastes of our young. The following schools deserve special mention for the interest taken in libraries: Albany Senior, Narrogin, Brookton, and Ashfield. In the actual class reading lessons the individual is getting more attention. "good" readers are allowed to read silently, thus giving the teacher more time, and a better chance for attending to backward children. I cannot report favourably on clearness of articulation and enunciation.

Teachers are not nearly sharp enough in detecting, and do not take sufficient pains in correcting these faults. The result is that children are falling into a lazy style, they clip the final syllables, run words into one another, produce vowel sounds incorrectly, and so it becomes almost impossible to follow the reading unless one consults the book. Here is an example. A child is about to read the lesson on "Aladdin and the Wonderful Lamp." He stands and commences thus: "Lad'n un wonfer lam." The teacher with book in hand has anticipated what the child is to say, is quite satisfied with his attempt, and lets him pass on. This slip-shod style is more common among boys than girls, and is most noticeable from Standard IV. upwards. It is furthermore to be feared that our teachers themselves are not sufficiently careful of their speech when actually teaching. If the reading drills as arranged in the Temple Readers were honestly practised, I am confident that both teacher and children would improve. Many are of opinion that discarding simultaneous reading has had much to do in producing these faults, but I cannot agree. Others again, owing to a faulty interpretation of the curriculum, have discontinued their pattern reading; these latter have been referred to page 30 of the curriculum, where a special note on this valuable aid will be found. The reading in the Infant Classes and in the lower standards is very much better this year.

There is one section of the literary course that appears to be getting very scant attention, *i.e.*, "Reading suitable extracts from standard authors." These extracts should not as a rule be chosen merely for their literary merit, but to illustrate points discussed in other studies, and to throw side-lights on other work. The suggestions at the bottom of page 30 of the curriculum are very lucid, and demand more attention in future than they have previously received. Passages for recitation on the whole are chosen with more thought, but the "Slave's dream" and "That's the way for Billy and me" seem not to be dying without a supreme struggle.

Spelling has improved this year. Many children will write correctly rather difficult passages as dictation tests, but will make the most elementary mistakes in their composition exercises. Words in common use in the district should be specially treated.

Writing.

Really good work is being done in this subject, the semi-upright style is beginning to stamp itself most distinctly.

Drawing.

A new syllabus was introduced this year, well chosen and attractive plates were issued to each school, and full notes on the course were published along with the curriculum. Of the four chief aims of the syllabus, that which is being least realised is "To stimulate the child's power of self-expression." In the course of inspection it has been frequently demonstrated to the teachers, that children will invariably prefer to convey to others their impression of any simple object in drawing, rather than in spoken language. The impression thus conveyed will generally be more accurate than any he could give either by writing or speaking. All that is needed to gain proficiency is consistent practice, and it will be found that this means of self-expression will prove a valuable aid in the oral composition, nature study, and such subjects.

Free-arm drills and mass work are much more clearly understood under the present code, and the result of regular practice in the forms is evident in the freedom with which the blackboard work is attempted.

Free-hand work—introduced with the new code—is as a rule a popular exercise, and promising work is being done in many schools. One would just like to see, however, a little more originality in the type of copy set. Model drawing—at all times a difficulty to children—is not at all well done. Many teachers, indeed, seem ill at ease when this lesson comes on, especially during an inspection visit. On the whole I am prepared to state that the teachers themselves are surprised at the facility with which the course can be worked. At the outset it was generally regarded as being abnormally heavy, but as time went on many began to prefer it to any code previously issued. The outlook is, I think, hopeful.

Arithmetic.

I am pleased to be able to report that there is considerable improvement in the accuracy work in the middle and lower schools, while the problem work in these sections is also improving. But in the upper sections, Standards IV. to VII., the results are not at all good. There has not been the slightest reduction of the time allotted to this subject, and I can only attribute the weakness to faulty teaching. The work is not intelligently treated, "rules of thumb," and text-book methods being given to the children without, in many cases, any attempt to illustrate concretely or in any other way why such methods have been arrived at. Frequently, too, most absurd and cumbersome methods are met. The following will illustrate what I mean:—Standard IV. "A farmer engaged an auctioneer to sell 880 wethers at £1 2s. 6d. each. The commission was $2\frac{1}{2}$ per cent. What did the auctioneer receive?"

Anyone will agree that a smart Standard IV. child would see mentally that the sheep realised £990, and that therefore the auctioneer would get 990 sixpences or £24 15s. Instead of attempting it in this way, the following method has frequently been noticed:—

£1 2 6
880 Full working shown.

£990 0 0
$2\frac{1}{2}$

1,980 0 0
495 0 0

100 £) 2475 0 0 (£24 15s.
200
475
400
75
20

100) 1500 (15
100
500
500

A boy who will send up such work during inspection must assuredly have shown similar efforts in his work pad, and as it had been passed over without correction, he naturally considers that there is nothing wrong with it. Just as certain is it, too, that he has used this method when working like sums for the head master's tests, and not having been brought to task about it, he is satisfied that it is good and sound.

Another common fault is that teachers are neglecting to impress upon their classes the absolute necessity of analysing results to see that their answers are, at any rate, reasonable. Standard V. children will work a sum by unitary method thus:—"If 77 yards of cloth cost £46 4s., what would 66 yards cost?"

77 yards cost £46 4s.
924s.
1 yard costs ———
77
66 yards cost $\frac{924 \times 66}{77} = 792$

This 792 is just as likely to be called pence or pounds, as shillings, and thus the absurd answer £3 6s. or £792 may be sent up. These cases I have cited are by no means isolated ones, they are unfortunately far too common. Three essentials in teaching arithmetic are undoubtedly not fully realised. (i.) The absolute necessity of concrete illustrations of all methods. (ii.) A thorough investigation of children's work so that no slip-shod or cumbersome methods may pass unnoticed. (iii.) A critical analysis by the child of all results to ensure intelligent answers, and to develop the faculty of consecutive thought. In the upper school mental work does not get its share of attention. When the various competitive examinations for bursaries, scholarships, etc., have a short paper on mental work included, head teachers will probably give the matter more serious attention. An excellent little set of books has just been brought under my notice, *i.e.*, Longman's.

Anyone who is anxious to improve his methods should procure them.

History.

This is probably the most satisfactory subject in the whole curriculum. The new readers—Nelson's—are most popular, and are eagerly read. There seems to be little difficulty in getting even naturally retiring and bashful children to discuss freely the story of "The King who burnt the cakes," Oak-apple day," etc. Very many teachers deserve credit for the pains taken in making drawings to arouse interest. In the upper classes I should like to see teachers read down a little deeper, and at least possess more knowledge on the subject than they require from Standard III. children. This want of further reading is responsible for hastily formed opinions and for erroneous representations of characters in history. In one lesson I have heard Strafford condemned as a tyrant, an oppressor of the poor, etc., Charles I. as an uncompromising intriguer, etc., and I was in hopes that something good would be found to say for Cromwell, but, alas! he was represented as a brave man, yet withal an ambitious self-seeker who had the king executed to satisfy his own selfish purposes. An hour's reading of Mr. Gardiner's views would have enabled the teacher to form something like a clear perception of these great characters. In the case of Charles it was said "to his undying shame he had signed away Strafford's life." Nothing was, however, said of the howling mob outside Whitehall during the whole of that 9th May, or of his mental conflict, and his announcement to the Council, that "If my own person only were in danger I would gladly venture it to save Strafford's life; but seeing my wife, children, and all my kingdom concerned in it, I am forced to give way unto it." Instead therefore of hastily stigmatising the king's action as shameful, a little study would probably have caused it to be considered as a single "act of baseness" on his part to save his wife, his children, and all that he held dear. Let him, it might then have been said, cast the first stone at Charles who would not have acted in the same manner under such circumstances! Teachers of history must be extremely careful in estimating the characters of statesmen; it is only by close reading that anything like a true and faithful opinion can be formed. Many are not sufficiently alive to the close connection between history and literature; no teacher of the former can hope to be successful who neglects to consult what the great "minds" of the period have had to say on the subjects under discussion.

Geography.

Simon Tappertit, one of Dicken's characters, prided himself upon his ability "to eye things over." Primary geography is pre-eminently a study to be "eyed over." The words in a text-book tell about geography, while the real objects show what geography is. An amended course was put into operation at the beginning of the year, and a decidedly attractive study can be made of it, especially in the lower schools. In the upper schools I must state that I prefer the subdivision and arrangement of the work under the code just discarded. Standard VI. course seems now too light, while an almost impossible amount of general geography has been crowded into Standard VII. This course includes "General Geography of the World, with special attention to the great powers Great Britain, France, Germany, Russia, U.S.A., Japan." It must be remembered in this respect that N. America (Canada excepted), Asia (India excepted), Africa (S. Africa excepted), and S. America have not yet been studied at all. Incidentally I might mention that the majority of teachers have interpreted "Special Attention to the Great Powers" in such a manner as to almost entirely neglect the other parts, and so a child may under such conditions pass through his Standard VII. with very little knowledge of Asia, Africa, and America excepting those parts belonging to the British Empire. As to the treatment of the subject I am satisfied with the attempts made in the lower school. Observation work has taken a very prominent place. Attractive lessons on modelling physical features are now given in almost all schools, and the value of outdoor lessons is at least being appreciated. The only weaknesses noted—and these were not general—were want of intelligent treatment of shadows, and the modelling of the district. Standards III., IV. have done good work in general geography. Children began with a blank map, and as the lessons were given they located places, rivers, mountains, etc., and by the end of the year they had acquired a good geographical knowledge of the country. The map had grown daily under their own eyes and hands. They knew it, for they had made it. In many places the maps are modelled in the playground, industries clearly shown, railroads set in with wire, and the towns along the routes successfully represented. The physical and mathematical geography in these standards, however, is not so good. The treatment has been far too abstract. Giekie's little book entitled "The Realistic Teaching of Geography" would be found most useful in suggesting simple experiments, to illustrate the various phenomena in connection with "Day and Night," "Poles and Equator," etc.

"Pioneers and Early Settlement" might have had more attention; the W.A. Year-book supplies accurate and full information on this work and should be placed in every school library. Standards V. and VI. have made a fair attempt at general geography, but physical geography is again weak. Geographical Readers have been successfully used for "Descriptive Lessons," etc.

Nature Study, Laws of Health, etc.

The two gentleman selected for the course of nature study under Mr. Leach, of Victoria, returned to our State at the beginning of the year, and commenced at once to lecture to teachers, to give specimen lessons, and to suggest suitable courses of study in the different districts. It was not until the end of the first half-year that they were able to visit this part of the State. There is no doubt whatever that they succeeded in arousing interest, and in assisting teachers to form a truer conception of what is meant by nature study and its place in the curriculum. It would be out of place at present to venture any detailed remarks on the results of their work, for many teachers are only just starting to put into practice the principles that have been demonstrated. I would like to mention the good work done by Mr. Chandler of Esperance in a course of study on marine products.

The Department's text-book on "Laws of Health" is used in all schools, and very fair work has been done.

Mathematics.

The work done by the few schools attempting algebra and euclid has been rather poor.

Teachers' Associations.

The only associations that have done consistent work during the year were Pingelly and Katanning. The former of these has been fortunate in securing the services of a committee of energetic young teachers, and furthermore during the last quarter interest has been aroused by the valuable assistance given by four ex-students of the Training College. Katanning continues to do good work under Mr. Illman, who has acted as secretary for some years.

Conclusion.

The discipline maintained in the schools is good, but in some of the country schools the older boys are inclined to be troublesome, especially if a lady teacher be in charge. The parents in such cases do not give the assistance that one would expect.

The conduct of the teachers has been excellent. Only two complaints were received during the year, both being of a trivial nature, and the character and conduct of the teacher are after all the strength and hope of the school. His calling will be called a profession when he does professional work, and his profession will be a noble one, only when its duties are nobly done.

J. A. KLEIN.

28th December, 1908.

Report of Mr. H. W. Wheeler, Inspector of Schools.

I have the honour to furnish a report on my work in the Murchison, Midland, Blackwood, and North-West districts during the year 1908.

There were at the beginning of the year 79 Government schools and 13 private schools under my charge.

During the year the following Government schools were opened or reopened, viz.:—

Crowther, Geraldton District.
Yuin (S.P.D), Murchison District.
Chapman, Northampton District (reopened).
Isseka, Northampton District (reopened).
Wicklow Hills, Newcastle District (reopened).
Koomberkine, Goomalling District (reopened).
Dowerin Townsite School, Goomalling District.
Three Springs, Midland District.
South Wannamal, Midland District.
Conduin Pool, Midland District.
Winnigup, Blackwood District.
Glentulloch, Blackwood District.
Upper Capel, Blackwood District.
Hester, Blackwood District.
Springside, Blackwood District.

Three new private schools were opened, viz., New Norcia (St. Gertrude's), Jennacubbine (St. Isidore's), and one at Greenbushes.

The following schools were closed during the year, viz.:—

Rudd's Gully. Pupils transferred to Crowther.
Duranilling. Small attendance. Will reopen as half-time school.

Koomberkine: re-opened on 10th February, 1908, and finally closed on 31st October, 1908.

A private infant school at Geraldton was also closed.

There were thus on 31st December, 1908, 92 Government schools and 15 private schools in operation.

A school has been established at Mount Erin, and will be opened in January, 1909.

The Government schools rank as follows:—

Class 2.—300 to 400 pupils	...	1
Class 4.—100 to 200 „	...	3
Class 5.—50 to 100 „	...	4
Class 6.—20 to 50 „	...	26 + 6 (North-West)
Provisional "A."—15 to 20 pupils Provisional "B."—10 to 15 „		41 + 3 (North-West).
Half Time Schools	... ...	16
S.P.D. Schools	... ...	1

In addition to the above there were eight schools in the North-West at the beginning of the year. In October a school was established at Wyndham, and these nine schools were in operation at the end of the year. Their average enrolment was 243, and the attendance averaged 201.

The statistics for the 92 Government schools, in my district (exclusive of North-West schools), are as follows:—

Average enrolment	.. ..	3,060
Average attendance	.. ..	2,533

Inspection

Inspection visits were made during the year:—

3 schools received 3 visits each.
23 „ „ 2 „
63 „ „ 1 „

These figures include eight schools in the North-West part of the State, which were inspected by me during June and July.

The following schools were not visited at all during the year. The reasons are given hereunder:—

Alma.—No available time.
Moore River.—Companion half-time school inspected.
Peak Hill.—No available time. School about 700 miles from Perth.
Strawberry.—Train failed to stop, although arrangements had been made. No other day available.
Koomberkine (S.P.D.).—Closed on account of small attendance.
Yuin S.P.D. School.—Almost 600 miles from Perth. No available time.
Winnigup.—Opened late in the year.
Glentulloch.—Opened late in the year.
Isseka.—Opened late in the year.
Chapman.—Opened late in the year.
Dowerin Town Site.—Opened late in the year.

Private Schools.

Seven out of fifteen private schools were visited, and in the North-West the two private schools in operation were inspected.

North-West Schools.

As previously stated, the inspection of North-West schools occupied a large amount of time. These schools are very difficult to deal with inasmuch as the 9 schools in operation would require at least 3 months if the ordinary passenger steamer service were availed of. By travelling on the Government steamer "Penguin" I was enabled to do the work in 50 days. As a result of my journey a school was established at Wyndham, but it was only short-lived, and will not reopen in 1909. The time spent in travelling during the year was necessarily great on account of my visiting the North-West schools, and the distance travelled by train, steamer, and vehicle was approximately 16,750 miles.

Special Journeys during the Year.

In addition to the ordinary work of inspection, special visits were made during the year to the undermentioned places, viz.:—

(1.) To report as to the establishment of schools—
Mount Erin.
South Wannamal.
Wyndham.
Bolgart.
Upper Capel.

(2.) To investigate complaints—
Moonyoonooka.
Boyup Brook.
Nannine.
Dowerin.

Results of Inspection.

It is no longer possible to record the efficiency of the various schools in terms which have become through usage familiar to all. Under the new arrangements the schools are classified as (1) Below Standard, (2) Up to Standard, and (3) Above Standard. As a result of the year's inspection the schools in the district were classified as follows:—

Below Standard, 25.
Up to Standard, 33.
Above Standard, 15.
Not classified, 9.
Not visited, 12.

The North-West schools were classified as follows:—

Below Standard, 2.
Up to Standard, 4.
Above Standard, 1.
Not classified, 1.
Not visited, 1 (opened after district visited).

Of those marked "Above Standard" the schools at Geraldton, Greenbushes, Newcastle, and the little school at Bootine rate as the highest in efficiency.

Organisation.

It is pleasing to be able to report that improvement is noticeable in this important branch of school work, and it has been found possible to award a high mark for "Organisation" in some instances. In large schools where the head teacher is able to formulate his plan of campaign definitely, and to bring the whole of his skill and experience to bear upon the question, a perfect organisation is possible, but it is in the small schools, under one teacher, often quite inexperienced, that this essential is sometimes defective. And here, as I remarked last year, the value of the inspection visit is fully realised. Happily I can say that in many of these small schools where a chaotic condition of affairs existed owing to the teacher's inexperience and want of generalship, the condition of affairs has materially improved, and instructions issued as well as suggestions made have been faithfully and cheerfully carried out.

Classification of Pupils.

The improvement in this respect mentioned last year has been maintained, and except in a small minority of cases may be regarded as satisfactory. One matter may be referred to here, and that is the tendency, when a transfer of teachers is made, for the incoming teacher to look askance at the previous teacher's classification, and discount the efficiency of the school of which he has just assumed control. It sometimes happens, when an exchange of schools is made, that each, unknown to the other, finds much fault with the work of his predecessor, and asks for impossible re-arrangements in the classing and grouping of his pupils. It might be advisable to mention here that no alteration of classification in cases of this nature would ever be sanctioned by the District Inspector unless he himself was satisfied by actual investigation that the incoming teacher had been set an impossible task to perform.

Discipline and Tone.

This is a most pleasing feature in almost without exception every school. It is very rarely indeed that instances of inability to govern have to be recorded. In the smaller schools, the relations between teacher and pupils are of the most cordial nature, and punishments are very rare indeed. Corporal punishment is certainly on the wane, and is quite unknown in many sixth class and smaller schools. The school, to the country child, has become a pleasurable place, and the old order of things is entirely reversed. One never hears of the child "creeping like snail, unwillingly to school" in these latter days, but on the contrary the difficulty now sometimes arises to keep him from school. Necessity compelled me on one night to "camp" in the vicinity of a small school, and I was surprised next morning to see three children present at 6.40 a.m. working diligently in the school garden. They had walked three miles.

The moral tone in schools is improving very much, and in some instances where the teacher is a power for good in his district, is very high.

School Gardens.

Here the record is one of undoubted progress, and there are ample grounds for writing in an optimistic strain upon the subject. In some of the schools the work is simply "gardening": in others the teachers go further, and the work is of an educational nature as well. Different classes of soil are brought under review, as well as their adaptability for growth of a certain kind. The question of fertilisation by manures is also treated in some cases, and comparisons made as to results. Cereals, grasses, vegetables, and fruits are grown as well as flowers, and important data and results are entered in the pupils' notebooks. The question arises as to how far the broad subject of agriculture can be treated during the limited amount of time available, and I think it will be quite reasonable to say that in a limited degree it is quite possible in all schools, no matter how small, to train the pupils in the elements of the theoretical principles of agriculture, and not to begin and end with simply keeping a garden. Those who have already worked upon a scientific basis will doubtless cordially agree with me; to others the suggestion is made as one worthy of careful consideration. The following school gardens were awarded prizes for work done during 1908:—Marbro, Balingup, Moora, and Mullalyup.

School Libraries.

The library movement in this district has made rapid strides during the year. New libraries have been established, and those already in existence have in many cases been added to. Good use is being made of the books, which are as a rule lent to pupils for home reading, subject to the rules governing the library.

Buildings, Grounds, Accommodation.

The district is now well provided for in the matter of school buildings, and there is ample accommodation for pupils.

The buildings themselves are in good condition, and due regard has been given to the questions of lighting and ventilation. The erection of detached cottages as teachers' quarters is most satisfactory, and is much appreciated.

Grounds are as a rule suitable and well cared for. A large quantity of wire netting has been issued during the year, and this has in every case been turned to good account. Sheds are still required in some schools, and additional tanks are necessary here and there, but on the whole, requirements have been well met by the Department.

Tree planting has received some, but not sufficient, attention. In some schools trees planted a few years ago have made excellent progress. An example of this may be seen in the school grounds at Mullalyup (South-West).

Prevailing Epidemics.

The year just ended has been remarkable for the prevalence of ailments affecting children. An epidemic of diphtheria, despite the most strenuous efforts, slowly spread through the Midland District, reaching Geraldton in the winter season, and the Murchison, as far north as Nannine, in the spring. Several schools were closed temporarily on this account, but it is difficult to understand what good object is attained by such action on the part of the health authorities when children met as usual at Sunday Schools, entertainments, and at play during the day. The closing of the State school in a town in emergencies of this nature should be part only of a well organised plan of isolation generally. It is absurd to find a school closed on account of the prevalence of diphtheria, and reopened say a fortnight later when the disease has obtained a firm footing, and reports show an increasing number of cases. The State school is by no means the most insanitary place in a town or city, in fact it is generally all that can be desired from a sanitary point of view, and it is a very poor argument to advance that its immediate closing will assist in checking or stamping out this scourge which has obtained a foothold in our midst. A systematic house-to-house inspection, with stringent measures when necessary, would be infinitely superior.

The Work of the Year.

In glancing over the work of the year it may be confidently said that progress has been made. Teachers seem now to have obtained a better grip of the new curriculum and its requirements.

Reading has advanced considerably, and the fondness for books is steadily growing. The selection of volumes for the library is being made on improved lines, and it is very pleasing to notice the number of superior books now on the shelves.

Writing continues to improve, and in all schools except those where the actual teaching of the subject is neglected, good and even excellent results are obtained.

Spelling unfortunately still remains a weak subject generally. In some schools where the teaching of the subject has been resolutely undertaken an improvement is clearly noticeable, thus emphasising the fact that the weakness lies in the method, or want of method, in teaching.

It is hardly possible to digress in a report of this nature, and discuss the why and the wherefore of the inability of the average pupil to spell the words he reads and writes, but it might be said that many, very many of our teachers are quite content to teach their pupils to read mechanically by sounds, and make the phonic method the alpha and omega of the teaching.

Arithmetic is till a poor subject, except where purely mechanical operations are concerned. In isolated cases where the teaching has been intelligent the proficiency has been in proportion, but pupils as a whole have not yet been trained to look for the "why and wherefore" of things. Doubtless this defect will in time disappear, but in the meantime poor results are the order of the day. The importance of mental concrete training has even not yet been properly realised by many of the teachers.

Geography.—Teaching methods have improved during the year, and the subject is on the up-grade.

History has been better taught, and is fast becoming a popular subject.

Drawing.—Freehand drawing does not progress as could be wished, but better work will be done in 1909.

Brushwork is some schools is a really live subject with excellent result. In others, where the work is unsystematic, much time has been wasted.

Singing is now more widely taught in small schools, and is improving.

Drill is on the whole disappointing.

Nature study has advanced considerably.

Advanced Work in Schools.

There are but few successes to record in this direction. The only schools in the district which secured distinction during 1908 are Newcastle, Meekatharra, and Geraldton. At Newcastle a boy gained both a Bursary and Secondary School Scholarship; at Meekatharra a lad was successful in both the Primary and Junior Examinations, while at Geraldton two successes in the Primary Examination were recorded.

Teachers' Examinations.

There was a distinct improvement this year in the number of teachers from this district who submitted themselves as candidates for advancement to a higher class at the Annual Examinations.

This is very gratifying, and it is hoped that still more teachers will show that they are anxious to raise themselves from the rank and file, and desirous of securing an appointment of a higher order than the one now held.

Summary.

After a review of the year's operations, and on comparing so far as possible the work done with that of the previous year, I am confidently of opinion that good all-round progress has been made. The district is provided with commodious, well-ventilated, and up-to-date school premises, giving ample accommodation for pupils in attendance. The teachers are as a rule painstaking, conscientious, and hard working, and the work done in educating the youth of the State during 1908 was such as to fully compensate for the outlay.

The outlook for the coming year is particularly promising.

HENRY W. WHEELER.

24th February, 1909.

Report of the Principal of the Training College.

I have the honour to present my report upon the working of the College for the year just closed, 1908. The College staff in reviewing the past year finds pleasure in recording successful work. Personally, it gives me much satisfaction to report an increased number of students, ability and keenness above the ordinary on the part of those who completed their course of training in September, and a widening of the College influence by the attendance for a period of three months of a body of unclassified teachers mainly from the country districts. The following table shows the number of students attending the College last year and their classification:—

	Men.	Women.	Total.
Students of final year ..	8	22	30
Students of first year ..	13	19	32
Teachers for special course	13	15	28
Totals	34	56	90

At the moment of writing there are in attendance at lectures 65 regular students, classified as follows:—

	Men.	Women.	Total.
Students of final year ..	13	19	32
Students of first year ..	13	20	33
Totals	26	39	65

These present numbers will be increased, it is anticipated, by the admission of about thirty unclassified teachers for the closing term of the year, after the students of the final year have left. It is a matter for congratulation that the applicants for the full course just commenced far outnumbered the possible accommodation.

Additions to the Building.—During the year the long-anticipated additions to the building were realised in fact. With the re-opening of the College after the September vacation there were placed at my disposal a roomy and up-to-date science room—exceedingly well equipped and equal to all the present demands for the teaching of science as an integral part of the College course; an additional dormitory for the women students and a fairly large room to be used as a museum for educational exhibits and aids to teaching. These handsome additions, excellent in style and preserving the fine architectural characteristics of the main building, were erected by the Public Works Department. At present the museum remains unfurnished except in so far as we can use spare cupboards and improvised tables and shelves. The science room gives ample space for individual work, allowing for the use of apparatus and re-agents by small groups of students, thus making for efficiency and first-hand knowledge. The dormitory has given increased accommodation, enabling us practically to house all the women applicants for accommodation. Every cubicle in the building is now occupied, and four of the men applicants for residence are still compelled to board out. The increased numbers resident, made possible by the additions to the building, occasion but a relatively small increase in the housekeeping accounts; they reduce the scholarship vote considerably.

Life within the College.—During the past year the students as a body have been remarkably free from sickness. Their bearing and general conduct have met with the commendation of the whole staff, and at no time during its history has the College been more noted for the *esprit de corps* of those associated with it than during the past year. The fine spirit and zeal exhibited by the students of the final year, the tact and generous conduct of the secretaries of the various clubs, and, at the close of the year, the hearty and spontaneous interest manifested in College life by the visiting teachers, have all helped to make the past year a very bright one in College annals. Ex-students, too, have exhibited a keen interest in the work of the College and a strong desire to maintain intimate associations with the life of the institution. This unity of feeling, this interest on the part of graduated students, has afforded myself and the members of the staff encouragement which gives added zeal and interest to the facing of our by-no-means easy task. To the list of clubs associated with College life has been added a Camera Club, under the guidance of Mr. Lee, the Science Lecturer. To individual members of the club the lecturers have been under obligation for the production of a number of lantern slides. During the year additional reticulation pipes were laid in the sports area to the extent of some hundreds of feet by the students and handed over to the College without cost, the pipes having been presented by the father of one of the most prominent students. Additional roads were also laid; the only cost in this instance being the first charge for gravel. During the year the members of the Literary Society discussed a variety of subjects and at various times listened with pleasure and eagerness to addresses or lectures by the Inspector General, the Rev. J. H. Fordyce, M.A., Mr. A. G. Pain, M.A., Mr. Harbutt of plasticraft fame, Dr. Cleland, Mr. G. Pitt Morison, and Mr. S. C. Smith, B.A.

Students who completed their course during the year.—Of those who left the College in September last and proceeded to fill positions in the schools of the State the following received the B2. certificate: O. Berry, E. Stewart, D. Mercer, B. Houghton, F. Matthews, J. Blair, P. White, G. Phillips, E. Morris, C. Jeffrey, E. Moore, E. Coulton, E. Sunshine, C. Curlewis, O. Thomas, D. Hardwick, L. Coates, and F. Jackson. The C1 certificate was gained by S. Wallace, M. Brine, S. Morphett, V. Jackson, G. Dodds, I. Tuckey, J. Cole, N. Isaac, G. Durham, L. Weedon, and M. Kimber.

In connection with the awarding of certificates it has frequently occurred to me that there should be wider differentiation between students in the way of classification. Were there three grades of the C. certificate, there would be the possibility of awarding any of the three grades, B2., C1., and C2. to College students, instead of as now B2. and C1., re-

serving the C3 for exceptionally weak students and such as gain a certificate without passing through a continuous period of training. At present it is possible in this State—and in this alone of the Australian States—to gain certificates from monitorship a year earlier than the College course would allow, and, in addition, as the result of a much simpler examination than the final of the College.

Reverting to the departed students it may be said that they were above the average in both attainments and teaching power. Especially are they to be commended for the fine spirit and healthy tone infused by them into every aspect of College life. Throughout, their attitude towards the problems presented to them, whether in the lecture room or the school, whether theoretical or practical, has been one of expectant eagerness. Owing to this attitude and increased College experience, it has been possible to discuss with them a larger and wider body of educational thought than has been attempted hitherto. Such a year naturally displayed greater anxiety to search authorities and read independently, more especially with respect to the history and foundations of education, than any previous year. A few of them, and some who are the soundest on the theoretical side and the most ambitious to make their way to success, have yet to acquire facility in class-management. In some instances, doubtless, the future leaders of educational thought in our schools will be found among these and such as these, provided always that while formative influences are strongest and disciplinary power is yet in the making, sympathy be extended and help offered them by those placed readiest to give that aid. While class-management is undoubtedly the essential basis upon which all good instruction rests, it may easily be made a fetich by those who value the mechanical and subsidiary rather than the intellectual and dynamic factors in education. In endeavouring to gain that power of class-management which makes for, and yet does not imply, good teaching, a power not originally possessed by one in ten of us in our early educational work, it is my ardent hope that they will seek constructive and positive modes rather than dubious and negative ones through a study of the presentation of the wrong. Their chief need will be to hear and see the right. In this connection they will find two, and only two, factors of primary importance (i.) the being brought face to face with their difficulties and then working out their own salvation aided by the sympathetic assistance of others; and (ii.) the observation of the right as exhibited by those associated with them who have the capacity, ability, and willingness to demonstrate it. Above all, lest they get a bad conscience in this matter of disciplinary power, young teachers possessed of ability and ambition should receive every encouragement. Given such assistance, they will fight their difficulties and gather strength, finding the power the stronger through having faced this spectre of the school-room. The College has put those who entered its portal, not possessed with the native power of discipline, in the right attitude for the acquirement of that power, the attainment of which now rests partly with the young teachers themselves and partly with others. In this connection the reference made to the students trained by Francis W. Parker might prove apposite: "He sends out into the world no full-grown trees but only seedlings. In unfavourable soil the seedlings wither or are stunted off, but when the soil in which they are planted is favourable to their growth, they develop into tall beautiful trees."

The Practice School.—For the purpose of practice this school has been used during the past year by students and visiting teachers to the full limits of its possibilities. Notwithstanding that observation and practice imply two distinct types of adjunct schools, one a model and the other a practice school, it was thought originally that the institution attached to this College might be able to offer considerable opportunities for fulfilling both functions. It has been found, however, that, owing to the increased number of students and the consequent demands upon it for practice, the function of the model school has become less and less possible. This results from circumstances quite beyond the control of the staff of the school. I hope to plan out during the current year a scheme which should make good the deficiency and provide increased opportunities for both practice and observation. In the special aspect of its work the school has proved a valuable aid in the training of the teacher, and both staff and students owe much to the courtesy, zeal, and ability of its teachers. The addition of the large, well-lighted and well-equipped room for the infants has already proved of eminent service. By releasing the former infant room it made possible the formation within the practice school of a smaller one on the lines of a country school, thus affording the country teachers visiting the College ample opportunities for practice and observation. This "country" school was managed with considerable distinction by Mr. Whitehorn, a recent student of the College. It has now been merged into the larger school, but the possibilities of its ready re-formation are always present.

Twice during the year students visited schools other than the adjunct school for a week at a time in order to gain practice with large classes and to widen the range of observation with respect to both class-management and methods. My thanks are due to the head-teachers of these schools but, more especially, to those who displayed undonbted eagerness in assisting, directing, and advising their inexperienced visitors.

The special course of training for unclassified teachers.—Hitherto the students to fill the vacancies caused by the exodus of the final year have entered the College in September. Commencing with this year, however, the new students enter the College immediately after the Christmas vacation. The change made possible a special course of three months' duration for unclassified teachers, mainly drawn from the country districts. Twenty-eight such teachers attended this course, the great majority becoming for the time being resident students. Every effort was made by the College staff to make this course as practical and serviceable as possible. The teachers were encouraged to state their difficulties in order that sympathetic and pertinent assistance might be given, and discussions and consultations were frequent. During their stay education naturally was the principal subject of consideration and, as far as time would allow, the psychological and theoretic bases of education were dealt with. General method and subject method received fairly broad treatment, the latter being illumined by a number of special lessons upon individual parts of the curriculum found difficult of treatment by the teachers. Every effort was made to widen their outlook. With this view they visited

in company with members of the College staff the schools under the control of Miss Alder and Messrs. Miles, Hughes, and Murdock. The visits were rendered intensely profitable and interesting through the hearty and able co-operation of these head-teachers. One school provided the opportunity to see and hear special lessons in special subjects; another offered a diversity of work throughout the school, the selection for special observation being left with the visitors; another exhibited the programme of work in two subjects throughout the school, the head-master illustrating the handling of sections of the subjects by taking the lessons set for the day in several classes; the fourth showed how a small school might be conducted efficiently and effectively by following its ordinary time-table. As many of the teachers aimed at classification, the College tutors gave help either by directing their attention to the immediate examination or by putting them in the way to study for themselves.

The teachers expected much from the course; I believe that they left the College with wider knowledge, widened sympathies, a higher appreciation of the teacher's work, and a warm feeling towards the institution itself. One of the teachers summed up the result of her stay by saying, "Formerly I looked upon my work as daily grind, I now see something nobler and better in it." Such a result cannot help but be beneficial to her teaching; such an expression cannot but help to encourage those responsible for the result. To the many teachers who wished to enter the College for the usual course and thus prolong the period of training I can only express the regret that lack of accommodation prevented the granting of the request.

The gain resulting from this special course has not been altogether one-sided; the College staff has profited by the experience, and it is now more ready through that experience to grapple with fresh problems as they present themselves. With those attending this special course we parted reluctantly. They entered into the life of the College, its joys, its work and its aims, in a way that left behind a pleasing memory.

The need for a change in the curriculum.—The distinctive feature of such a College as this should be professional training, but when one considers the number of subjects to be taken by every student one may well ask certain questions. How much time can be devoted to purely professional studies and practice? How much time can be set aside to visit schools and discuss the work seen therein? What time has the student to himself to work out his own individuality and develop personality? We all wish to bring out the individuality of the student, and the better ones are equally anxious to realise their own personality. Those discussions upon principles and procedure, so valuable in a Training College because they tend to bring out this individuality and to secure a body of educational thought in the formation of which all share, imply slow progress and much hard thinking, and, as we all know, all thinking takes time. The imposition of authority has always been the bane of educational life and yet, without these discussions in which a common scheme or theory is worked out, both lecturers and students are likely to follow the lines of least resistance, the former to impose authority, the latter to accept it without that thought which should be the outstanding feature of all procedure in education. I do not wish it inferred that these discussions are not possible and do not occur at present; what I wish to emphasise is that they do not, and, under present conditions, cannot, occur often enough to bring out individuality and thus prevent the receptive aspect becoming the characteristic rather than the dynamic. This question is not peculiar to West Australia, for it occurs in England where students are allowed to specialise in the final year and are not bound to a syllabus as made here, to suit an examination of teachers external to the College. No self-respecting college ever works specifically for an examination, but still we are hedged in by it to a large extent. In England, under a more elastic curriculum, Principal Raymont gives expression to the following:—"In my judgment the question of questions with respect to training colleges is the relation of the general and the professional studies. To put the matter precisely, the time has come for asking and settling to what extent a student in training should be pursuing studies of a general character." Principal Salmon says, "While I would abolish from the curriculum instruction in needlework, I would retain instruction in the teaching of needlework." My own suggestion of last year was practically the same as this. Principal Raymont thinks, "The average elementary teacher will never be got to take a highly intelligent interest in reformed methods of teaching until the training colleges have the chance of doing thoroughly their special work *i.e.*, until a large portion of the student's time is devoted to the pedagogic treatment of knowledge which he has acquired at school and which he will presently have to impart to others." At present I believe the best we can hope for is a compromise between the academic work and the technical training. This will be found partly in the omission of certain subjects or sections of subjects and partly in the offering of optional courses, particularly during the final year. I hope to place before you a scheme in consonance with these views when I become more fully acquainted with the past experience and present knowledge of the students who have just entered the College.

The only change in the staff during the year resulted from the inauguration of a course in Nature Study and the consequent attendance of a special lecturer twice per week. Mr. Smith, Miss Sutton, and Mr. Lee form the permanent teaching staff; Mrs. Phillips continues to control the domestic affairs of the College; Miss Alder takes Kindergarten; Mr. Hart, Manual Training; Mr. Bailey, Music; Mr. Milligan, Nature Study; and Mr. Reilly, Drill. I wish to acknowledge the able assistance rendered by these ladies and gentlemen during the past year.

The present year is full with promise. Apart from the usual course of College work two problems present themselves for speedy and effective solution: (i.) The adjustment of the curriculum so that specialised work may result at least during the final year (see *supra*); and (ii.) the provision for effective practice and observation for the ever-increasing number of students without making too great demands upon the present practice school. It is easy to press too strenuously upon the staff and pupils of the practice school if we forget that it is the parents' school as well as the students' school.

W. J. ROONEY,
Principal.

The Training College, Claremont,
13th March, 1909.

Report of the Principal of the Normal School.

I have the honour to present my report on the working of the Normal School during the year 1908.

We had 59 students in attendance, classified as follows:—

	Males.	Females.	Total.
Juniors ..	7	24	31
Seniors ..	11	17	28
	18	41	59

The percentage of males is low, but it may be mentioned that, of the new students entering in February, 1909, fourteen were males and sixteen were females.

The system by which students are selected for training is good in theory, but experience is showing that it may be improved somewhat in practice. I would suggest that the names of likely candidates be submitted by head teachers to their District Inspectors early in the year, and that every endeavour be made to find out whether a candidate is merely seeking to earn a living, or whether he is actuated, however feebly, by some higher motive. It is obvious that some actual teaching should be attempted. It is most important that a head teacher should be able to recommend a candidate on the ground that he is likely to make a good teacher, for it must be borne in mind that the two years' course at the Normal School is devoted solely to the higher education of the students themselves. Even if we get material which is obviously unsuitable, we cannot well recommend its rejection, because we do not touch the pedagogic side at all. It is also worth noting that if there is truth in the general complaints about locally-trained teachers, part of the responsibility rests on the teachers who first selected or recommended the raw material. As a partial safeguard I suggest that in certain cases where our students may properly be suspected of lacking teacherlike qualities, such students should be sent to do some teaching in the schools. If they show promise they could then come back to the Normal School and complete their course.

I believe it to be highly necessary to revise the syllabus of the Entrance Examination, officially called the "Junior Monitors' Examination." Of the sixteen girls who entered this year (1909) ten had done no Geometry. There is a keen competition for places in the Normal School, and it is now possible to require candidates to sit for an examination which shall be more competitive in its nature. What we want is ability, power, intelligence. At present a candidate can get in on mere knowledge and memory-work. The syllabus need not be heavy, but the examination papers should provide a thorough means of testing the type of mind the candidate possesses, rather than the extent of his information. In my opinion it is also an unsound policy to reject potentially good teachers on the grounds that they do not possess at the outset sufficient skill in such mechanical attainments as can be thoroughly acquired during the four years' training which they are willing to undergo. Hence it would be better not to insist too strongly on excellence in such subjects as Drawing, Reading, Writing, and Needlework. Every candidate would know at least a year beforehand whether he intends to seek entrance to this school or not. Therefore it would be no hardship, but rather a distinct gain, if he were compelled to study the elements of Geometry, Algebra, and Latin, together with other ordinary subjects, even though he could not get instruction in these from his head teacher.

In connection with our sources of supply I must also mention what one cannot but regard as the problem most requiring a practical solution in the elementary education of the day. I refer to Spelling. It would be a good thing if thorough inquiry were made into our modern methods of teaching Spelling. That they are obviously inadequate is daily proved. It is not for a moment suggested that teachers fail in their duty; what is desired is a keen controversy on the whole subject, ranging from the influence of Phonic methods of teaching Reading to the possibly evil effect of the introduction of pads.

Since my last report certain changes for the better have been made in the curriculum. "Nature Study," as conducted by Mr. Milligan, has been very successful. One of the greatest dangers attending this subject as taught in an elementary school is the harm which may be done by a teacher who lacks a knowledge of the basic principles of Biology. Therefore I consider it the duty of such an institution as ours not only to arouse our pupils' interest in Nature, but to go somewhat deeply into the purely scientific side of the work. We have therefore added Botany and some Animal Physiology to the syllabus.

Trigonometry is no longer taken by all students, but by those who show ability in mathematics during their first year, with some others who attend the lectures at their own request. It is clear that students who enter without a knowledge of either Algebra or Geometry cannot well be expected to take Trigonometry in their second year and reach the standard of the "Adelaide Senior."

Physics is now taken by Mr. I. H. Boas, B.Sc. This change was made necessary by the increasing demands made upon the permanent staff.

There is now a much brighter prospect of Latin becoming one of the best subjects in the school. Mr. A. J. Irvine is now responsible for this subject, and it is hoped that a fair number of the seniors will include Latin in their list of subjects for the "Adelaide Senior."

A special feature of the Drawing course is the definite teaching of Design. What we aim at is to cultivate the power of judging of the art-value of a design, and to train the students to originate and discover things for themselves, according to certain laws of order or appropriateness.

At the recent "Adelaide Senior" examinations fourteen of our students were successful in obtaining the complete certificate, an advance of two on last year's number. In view of the somewhat hasty judgments of certain critics, it may be mentioned that none of our candidates had sat for the examination before, nor had we any candidates who took both "Senior" and "Higher Public." It should be easy to score in the former if the latter is well within the range of

one's abilities. I might also mention that the subjects we select are those which are considered most necessary for the education of our particular type of student. It is almost impossible for one of our students to get his name on the "General Honours" list, because we do not take the subjects which carry most marks. On the "Special Honours" list our students hold their own. As against other W.A. candidates, we obtained first places in English Literature, Arithmetic and Algebra, Physical Geography and Geology; second place in Physical Geography and Geology; third places in Geometry and Trigonometry. In all cases the candidate was under seventeen years of age.

In our Final Examination the experiment was made of allowing a candidate in certain subjects to use his text-books for a part of a paper. The experiment was a success in many ways. There is no doubt that if you set, say, a Mathematics paper, and allow the use of any books the candidate likes to bring, you get a rigid test of mental ability, as distinguished from the mere confidence with which a candidate may rely on his portative memory. In the History paper the students were allowed a considerable time in which to write from memory what they could on one big subject; for example "Trade and Commerce: the Effects of the Renascence; the period of Edward VI.; Monopolies, Trade Restrictions, Currency, Colonisation, Shipping, etc." When the papers had been collected a further subject was set,—"You are required to give, as concisely and methodically as possible, the reasons why Ireland is on the whole hostile to English rule." This was a subject which had not been treated at all in lectures, but the results showed how far individual students were capable of selecting historical facts from a book, with a careful eye to their causal sequence and relative importance, and with due regard for historical perspective.

Many of our past students voluntarily attended lectures in Physics, Mathematics, and Chemistry, at the Perth Technical School in the evenings. It is unfortunate that, owing to some blunder somewhere, no entries were made for the First Year examinations in these subjects for the B.Sc. degree course. Those students who might fairly have been expected to make this first step towards a University degree were naturally much disappointed.

From various causes connected with teaching ability three of our old students who were due to enter the Training College failed to obtain admission. It is inevitable that some of these young teachers should, in their one year's trial, fail to show sufficient skill to warrant their entering the College, but at the same time I would suggest that no one should be thus excluded unless it is established beyond doubt that he has had a class, however small, entrusted to him for the full year. The only way to learn to teach is to teach, and a young teacher is not a bad teacher until he has had a class whereon to prove his lack of skill.

I have to acknowledge with deep gratitude the loyal and highly efficient services of my permanent staff, Mr. J. Hatfield, the First Assistant, and Mr. A. J. Irvine. The latter filled the place of Mr. W. Potts, who left us during the year to take charge of one of the larger State schools, and whose long and faithful services are remembered with gratitude by the many students with whom he here came in contact.

It is with deep satisfaction, too, that I tender our thanks to the Dean of Perth for his weekly visits to give instruction to members of the Church of England. Nobody present will soon forget, too, the lectures which the Dean gave in the Museum. In many ways the work of the place has been much helped by his unfailing kindness and sympathy.

I have also to thank Miss E. Julius for the successful continuance of the work so well begun by Mrs. Potts. Acknowledgments are also due to the good work and influence of the instructors in Manual Training and Household Management; to Mr. R. Reilly, the Instructor in Drill; and to Mr. Milligan, who visits the school to give lectures and demonstrations in "Nature Study," the value of which work has already been mentioned.

As I write this report, the "Central Schools" are just settling down under the new scheme of organisation. There seems also to be more hope of the establishment of the Secondary or Continuation School. Both developments will affect the fate of the Normal School. There is still a third educational project, now the subject of a Royal Commission. The ideal system of training teachers is slowly coming within the range of possibility. With a large Secondary School for the earlier part of their own education, and a University wherein to pursue their own studies still further, the work of practical and theoretical pedagogy will naturally become a department of the University, so that, as in other progressive parts of the Empire, and in America and Germany, the teachers-in-training will have all the advantages of a liberal education side by side with active preparation for their real life's work,—the education of the children of the State.

F. G. BROWN,
Principal.

February, 1909.

Report of Mr. F. B. Allen, M.A., B.Sc., Director of Technical Education.

Satisfactory progress has been made in Technical Education during 1908. New classes have been commenced at various centres, a new School has been established at Day Dawn, and some additions have been made to the main School at Perth.

Perth Technical School.

The classes in Hygiene and Sanitation for Meat Inspectors have been continued and have supplied a large amount of useful information having a direct bearing upon the future health of the community. The Sanitation class for Teachers was not continued, but notwithstanding the large drop in the enrolment caused by its discontinuance the total number of students attending the Perth Technical School has increased until the roll now includes 488 individuals. The increase in attendance during 1906 and 1907 was rapid, and the comparatively small increase this year may be attributed partly to financial depression outside but largely to the lack of accommodation in the School. The classrooms are fully occupied, and until additional buildings are erected no further increases in the attendance may be expected.

A new Blacksmith's shop has been erected as part of the scheme for permanent buildings, and temporary provision has been made in the direction of providing much needed waiting room accommodation for the students. These additions will assist in retaining at the School students who are attending classes, but they afford none of the additional classroom accommodation now so urgently required. A scheme has been outlined by which it will be possible, without interruption to the ordinary class of work, to move to the centre of the School grounds the wooden buildings now occupying one-half of the St. George's Terrace frontage, with the object of erecting in their stead a portion of the permanent school. When this is carried into effect sufficient class rooms for all ordinary extensions for several years to come will be available.

For the first time in Western Australia a course in Biology for the first year of the B.Sc. Degree of the Adelaide University has been inaugurated. Throughout the year lectures and laboratory practice in the newly established Biology class have been conducted by Dr. Cleland at the laboratories of the Central Board of Health. Partly due to the fact that the classes were held during the daytime, the attendance during this first year has been only small, but a considerable amount of useful work has been accomplished and an opportunity has been afforded students of preparing for the compulsory Biology of the Adelaide University Science Degree.

In consequence of the special facilities afforded to State School scholars to attend an afternoon class in Chemistry, a large class of over 40 scholars has been maintained during the greater part of 1908 with good results, but the work was handicapped to some extent by the fact that many of the scholars were preparing for the Adelaide University Junior Examination. Apart altogether from the examination results, the benefits to be derived from a properly conducted course in Elementary Chemistry in a well equipped laboratory are considerable. The youths attending the class receive sound instruction in the first principles of Chemistry, and the foundations of scientific training are being laid which in the case of a certain proportion of the students will bear good results in the future. A class in Domestic Chemistry was held for a small number of Teachers who required special instruction, and Saturday morning classes in Latin for School Teachers were conducted during six months of the year. In addition some 17 students under the Education Department attended the regular classes in Mathematics. All told, a considerable number of students of other Institutions attend classes at the Perth Technical School with the object of proceeding to special examinations.

The Roe Street Woodworking classes continue to obtain excellent results, and a Junior grade at which good progress has already been made has been commenced for those scholars who are just leaving the State Schools. These Junior Classes are especially valuable in that they enable State School scholars to follow up and apply the instruction gained in the Manual Training classes, and will no doubt tend to encourage the youth to take further courses of instruction at the Technical Schools. Mr. Joshua Hart, under whose supervision the Woodworking classes at Perth, Fremantle, and Midland Junction are being conducted, deserves credit for organising these popular and instructive classes.

At the beginning of September, after 15 months' absence, Mr. Linton, the Art Master, returned from England, where he had been in touch with the leading Art Teachers and had made himself acquainted with the latest methods in Applied Art. The information he has gained will prove of especial value when accommodation is available for an extension of the Applied Art classes at the School. Under the Acting Art Master, Mr. Edgar, assisted by Mr. Levido, the attendance of students and the efficiency of the Art classes have steadily increased during the year, until there are now 91 individual students on the roll. A considerable amount of creditable work has been produced, and with the additional equipment now to hand there is every prospect that the classes will still further progress. The Perth Technical School now possesses a well-graded course of instruction in Art from Elementary to Advanced. Life classes have been regularly held throughout the year, and further extensions in the classes are necessary to meet the requirements of the students. For some time past it has been the intention of the School to present students for the South Kensington examinations, and negotiations are now being entered into to enable students to sit for the examinations and obtain certificates. At the Franco-British Exhibition the Art exhibits forwarded by the Technical School were awarded the Grand Prix and the Diploma of Honour, showing that the work executed at this School is of a high order of merit. During 1908 an arrangement was made whereby the Society of Arts was allowed to hold its meetings at the Perth Technical School on one evening per week, but to make this arrangement suitable to all con-

cerned it is necessary that the Society should be provided with a separate room where meetings may be held as often and at such hours as the members may require.

At the beginning of 1908 classes in Elementary subjects were conducted at the Midland Junction Government Railway Workshops by the Railway Department for the benefit of the 90 apprentices, and at the same time several cadets were sent to the Perth Technical School. Arrangements have now been completed for one of the Technical School Lecturers to hold classes for the more advanced of the apprentices and also for the Railway cadets in the subjects required for the Pass-out examination of the Railway Department.

Trades Classes.—Practical instruction of great value to apprentices and others engaged in various trades has been given in the different trade classes, but the workshops are in most cases altogether too small for present requirements. The Engine-driving class has been successful in preparing candidates for the Government examinations, 4 students of the class obtaining Engine-driver's certificates during 1908. There is, however, a tendency for candidates to delay commencing study until within a few months of the examinations, and it goes without saying that they would obtain greater benefit by joining the classes at the beginning of the year. Owing to the condition of the building trade the Staircase building and Handrailing class has been discontinued, but some excellent work was produced by the students during the first half of the year. The Carpentry classes were also affected by the depression in trade, but the students who attended took a keen interest in their work and obtained good results. The shops are now well equipped and afford excellent facilities for obtaining sound instruction in Carpentry. The example set by the High School in sending a number of scholars to an afternoon class in Carpentry at the Technical School might with advantage be followed by other Secondary Schools. The Plumbing classes have maintained their popularity. The instruction in these classes has an important bearing on the work to be accomplished in connection with the Metropolitan Sewerage Scheme, and students have exceptional opportunities of becoming acquainted with the details of Plumbing work which will prove of great value to them in the future. One of the students has succeeded in obtaining the Diploma in Plumbing issued by the School, and it is noteworthy that these certificates will be accepted by the authorities. There is now an urgent need for the establishment of classes in Iron-working for those engaged in the trade as well as for others who wish eventually to go on the land. The Blacksmithing class has been provided with a new workshop well equipped with all necessary appliances, and has been the means of giving youths who intend settling in the country a knowledge of tools and blacksmithing well suited to the requirements of a farm. The Patternmaking class has been full. A large amount of thoroughly practical work has been accomplished in the Fitting and Turning classes, good progress has been made with the construction of the new lathes for which castings were secured during the year, and accommodation could not be found for all the students who made application to join the classes.

The transfer of the Woodcarving class to a new and well-equipped class room has been the means of increasing the popularity of the class, while at the same time it has made an extra room available for the Art students. Good progress has been made with Photography, Dresscutting, and Art Needlework.

Special classes for Pharmacy students have been conducted throughout the year as formerly, but it is proposed to modify the courses that have been laid down and separate them to a greater extent from the similar classes in the School, and proposals have also been made to include in the School courses classes suitable for Dentistry students. Commercial classes in Book-keeping, Shorthand, and Accountancy have been well attended, and inquiries have been made for a class in Typewriting. The Mechanical Drawing and Engineering classes have made satisfactory progress. The Correspondence classes, supported chiefly by Teachers and Surveyors, have been a great aid to students unable to attend a Technical School. The Chemistry, Physics, Mathematics, and Metallurgical sections of the school work have been satisfactorily conducted along the lines of previous years and have attracted many good students, but still better work will be possible when suitable laboratory accommodation is provided for these classes.

Good results have been obtained at the Adelaide University examinations by students attending the Perth Technical School.

17 students obtained a total of 41 passes in the Adelaide Junior, Senior, and Higher Public Examinations.

At the B.Sc. examinations all the candidates from Western Australia were Perth Technical School students, 16 of whom presented themselves for examination and secured 27 passes. Students are now able to complete their full B.Sc. Degree by attending classes at the Perth Technical School, and many teachers and others have taken advantage of this fact and have attended classes with a view to proceeding to a Degree.

The Perth Technical School has been made use of for the conduct of a number of public examinations such as the Public Service Class "G," Class "F" Promotional, and Analysts' examinations, for the Adelaide University Science Degree examinations, and for the Melbourne and Tasmanian University part examinations, etc.

Midland Junction.

The classes in Mathematics, Drawing, and Woodworking have been conducted along the lines of last year with good results, and new classes have been established in Book-keeping and Shorthand. A local secretary has been appointed, and there is every indication that the classes at this centre will increase considerably during the coming year.

Claremont.

At this small School good classes were conducted in Mathematics and Ordinary subjects, but the effort to carry on classes in Shorthand and Book-keeping met with very little success, and towards the end of the year the latter class was closed.

Fremantle.

Since the retirement of the late Board, Mr. Wauhop has performed excellent service in maintaining the interest in the classes at Fremantle. In July, 1908, Mr. J. D. McLeod was appointed Secretary and a Board was appointed to advise as to the best directions in which to extend the class work at Fremantle. A series of structural alterations at the South Terrace School were made which enabled the previously contemplated plan of concentrating the

two Schools into one at South Terrace to be carried into effect. When the transfer was made the several classes were in efficient working order, and have since been maintained in the same condition. New classes, however, have been added, and the South Terrace School is now severely taxed to adequately accommodate its students. It is proposed to establish classes in Commercial subjects suitable for the requirements of students entering the Chamber of Commerce examinations. As requests are now being made for additional classes it has been suggested that Adelaide Street School should again be utilised, but, if possible, some other means will be devised during the coming year to provide for the additional classes. The Board and the Secretary have accomplished good work in bringing prominently before the public the advantages to be derived from a course of technical study and in enlisting the sympathy of the business men in the objects of the Institution.

Coolgardie.

Under the new Superintendent, Mr. M. R. Conigrave, A.S.A.S.M., the Coolgardie School has more than held its own, notwithstanding the condition of mining in and around Coolgardie. The Chemistry and Assaying classes have been regularly attended by a small number of students, and the Superintendent has conducted extra classes to suit special requirements. The classes in Commercial subjects, in Woodworking, and Ordinary subjects have attracted a fair number of students, and during the Third term a well attended class was formed in Dressmaking. The Superintendent has displayed great energy in carrying on the work of the School in the face of considerable difficulties.

Kalgoorlie.

This School was greatly handicapped during the first half of the year by sickness prevailing in the district, and the newly appointed Secretary has had a considerable amount of extra labour in organising the classes. Later in the year the prospects brightened, and there is every indication that the classes will be well supported during the coming year. The subjects taught are Ordinary subjects, Book-keeping, Shorthand, and Dresscutting, with a special class for Teachers' certificate as the occasion arises.

Boulder.

This School has continued to do excellent work under the Superintendent, Mr. J. F. Lynch. At the beginning of the year the School sustained a great loss in the death of Mr. G. Y. Knowles, who discharged the duties of Instructor in Book-keeping with marked ability, and was highly respected by the students and the staff. Mr. T. M. Ede was appointed to the vacant position, which he has filled with credit. During the year it became necessary to extend the class work in Book-keeping owing to the large number of students requiring the grade taught as well as higher work, and two grades of Accountancy have been commenced in which students are prepared for the examinations of the Institute of Accountants. On the transfer of Mr. S. Abel from the Boulder, Mr. C. H. Sharp, M.A., was appointed Instructor in Ordinary subjects, in the conduct of which class he has already shown ability.

Trades Classes.—These have not received the support that was to be expected from apprentices and others for whose benefit the classes were established. The workshops are well equipped, the classes are provided with skilled mechanics as Instructors, and the work completed by the students has been of a high quality. Further efforts will be made during the coming year to increase the attendance at these important classes. The commercial subjects, Shorthand, Book-keeping, and Typewriting have been well and regularly attended and have proved highly successful. The newly established classes in Dresscutting and Millinery have also attracted a large number of students who have received much personal benefit from the classes. The Camera club has continued its meetings at the School, the membership now standing at 18 individuals. Promises of prizes for Shorthand and Typewriting, Book-keeping and Typewriting, and for Arithmetic and Mensuration, and any one of the Trade classes have been made for the coming year by gentlemen interested in the welfare of the School, and it is expected that the interest of the students in their studies will be thereby greatly stimulated. And further, a number of the business firms of Boulder have signified their willingness to give preference to Technical School students provided other things are equal. Concessions such as these act as great inducement to youths to undertake a course of study which will not only be an advantage to themselves but will increase their value to their employers.

Menzies.

Since the transfer of Mr. Butler, this small School has been under the control of Mr. Rickards for part of the year and lately under Mr. R. Nickolls. Partly because of the difficulty of obtaining an Instructor the Engine-driving classes were discontinued, but during the last term a well attended class in Dresscutting was commenced, and apparently supplies a much felt want in the district. The Book-keeping, Accountancy, and Mathematics classes have been regularly conducted throughout the year with a fair measure of success, and credit is due to Mr. Rickards for the manner in which he has held the classes together.

Murchison.

Classes in Arithmetic and Mensuration, Geometry, Mathematics, Practical Electricity and Engine-driving, under the secretaryship of Mr. C. Couchman were commenced last March in the Day Dawn State School, but the attempt to establish classes in Book-keeping and Shorthand was unsuccessful, and considerable difficulty was experienced in securing a suitable Instructor in Engine-driving during the second term. The Secretary and the Instructors have carried out their duties in a conscientious manner with the object of maintaining the classes in a state of efficiency. The School, however, has been handicapped by the temporary shutting down of the chief mines, and as the attendance at classes has been small the request for the establishment of additional classes in Chemistry and Assaying, which involve outlay for plant and material, has been held over until prospects are more assuring.

General.—The students attending the Technical Schools are drawn from many different sources. Few of them are able to devote their whole time to study, and the greater portion of the school work has to be conducted during the evening. A certain proportion of the students come well prepared to proceed with the ordinary class work of the School, but the tasks of the Instructors would be lessened and the students would derive greater benefit from the Technical Schools classes if they possessed a more thorough knowledge of English and Arithmetic as well as a

knowledge of Elementary Science. Many of those who make application to join the classes have been away from school long enough to forget much that they had originally acquired, while others have not been through the highest standards of the State Schools, and the gap existing in many cases between the School training of the intending students and the class work which they wish to undertake at the Technical School necessitates preparatory classes in certain sections of the work. It is gratifying, however, to find that an increasing number of students are undertaking a course of study leading to a University Degree, and it will not require many years to build up a strong and influential body of undergraduates.

The Secretary, Mr. R. S. Fletcher, and his staff have performed good service in successfully dealing with the heavy office work in connection with the Technical Schools, and it is pleasing to note that the temporary clerks are being replaced by permanent officers. The members of the staffs at the different Schools have discharged their duties in a capable and efficient manner, and my thanks are due to them for their cordial co-operation in the work of administration.

F. B. ALLEN,
Director of Technical Education.

2nd February, 1909.

Report of the Organiser and Inspector of Manual Training.

I have the honour to submit my Report on Manual Training in the State Schools for the year 1908.

Instruction in manual training was commenced at Busselton on April 27, 1908.

The following table shows the centres and Schools where manual training was in operation during the year 1908:—

	Centre.	Bench Accommodation.	Contributory Schools.	Number of boys enrolled during the year.
1	Albany ...	20	Albany	57
2	Armadale ...	18	Armadale	15
3	Boulder ...	20	Boulder, South Boulder, West Boulder, Trafalgar	241
4	Bunbury ...	20	Bunbury	58
5	Busselton ...	10	Busselton	10
6	Claremont ..	20	Claremont, Cottesloe	122
7	Coolgardie...	30	Coolgardie, Burbanks	87
8	Day Dawn ...	12	Day Dawn ...	20
9	Donnybrook	16	Donnybrook ...	21
10	Fremantle ...	30	Fremantle, North Fremantle, Plympton, Beaconsfield, White Gum Valley	425
11	Geraldton ...	30	Geraldton ...	91
12	Gingin ...	10	Gingin	15
13	Kalgoorlie ...	20	Kalgoorlie, North Kalgoorlie, Brown Hill, South Kalgoorlie	268
14	Katanning...	16	Katanning ...	27
15	Leederville	30	Newcastle Street, North Perth, West Leederville, Leederville, Thomas Street, Osborn Park, Hawthorn	322
16	Midland Junction	20	Midland Junction, Middle Swan, Guildford, Bellevue	191
17	Mornington Mill	8	Mornington Mill...	19
18	Narrogin ...	26	Narrogin	36
19	Newcastle ...	12	Newcastle... ...	14
20	Northam ...	16	Northam	33
21	Perth No. 1	30	James St., Victoria Park, Highgate, East Perth, Subiaco, Norwood, Maylands, Bayswater, Jolimont, Thomas St.	390
22	Perth No. 2	30		387
23	Picton ...	8	Picton	11
24	Pinjarra ...	10	Pinjarra	17
25	Wagin ...	10	Wagin	24
	Total Bench Accommodation ...	472	Total enrolment	2,901

Figures for year 1907 :

Total Bench Accommodation	452
Total Enrolment	2,921

Inspection.

I have inspected all the above schools with the exception of Day Dawn.

Instruction.

Speaking generally, the instruction throughout the State is proceeding on sound educational lines. It is worthy of note that too little attention is paid to the correlation of the manual lessons with those of the standards. Strange as it may appear, this fault is almost entirely confined to the country schools where the teacher of manual training is in daily contact with his pupils, and, therefore, has infinitely better opportunities of paying due regard to the question of correlation than the teacher in a large centre whose time is devoted entirely to manual training, and who only sees the same class of boys one half-day each week.

Drawing.

Notwithstanding the hints and suggestions which I have given in my previous reports to enable teachers to improve their methods the fact remains that the drawing is taught efficiently only in a few schools. There is considerable room for improvement in the majority of centres.

The reason for this weakness is not far to seek. It is because of the teachers not having a sufficiently full knowledge of the principles of Practical Plane and Solid Geometry.

There are, of course, several schools where really excellent results are obtained in this section of the work.

Object Lessons on Tools, Timber, etc.—Satisfactory progress has been made during the year. My remarks, however, in my last year's report still apply to the majority of centres.

Practical Woodworking.

This continues to be the strongest section of the work both with regard to methods employed and results obtained.

Taken as a whole, I think it would be very difficult to find better work done anywhere than was done during last year.

Evening Classes.

Classes in Woodworking for amateurs and others not eligible to attend the trade classes in Carpentry in the Technical School were held at the Roe Street (Perth), Midland Junction, and Fremantle Manual Training Centres. An innovation was made during the year under review by the establishment of two classes for youths. Both classes filled up rapidly by youths whose ages ranged from 14 to 18 years. It would be difficult to attach too much importance to these classes because they will undoubtedly be the means of fostering and developing a highly desirable link between the primary and technical schools. The students worked most earnestly and diligently throughout the year. These evening classes are under the control of the Director of Technical Education, but are held in our manual training centres, and the teachers are the same as are attached to the day classes for primary school boys in the centres above referred to.

Holiday Course for Teachers.

The sixth holiday course for teachers was held in Perth during the Christmas vacation. Forty-one teachers attended—20 for the first year course and 21 for the second year course. Eighteen succeeded in passing the first year examination. Eleven teachers passed the second year examination in Practical Woodwork and Theory; two passed in woodwork alone, and one in theory. The teachers as a body worked with the utmost diligence, application, and enthusiasm. It is again necessary to call attention to the fact that unless a teacher follows up his studies in Practical Plane and Solid Geometry in between passing the first year examination and attending the second year course it is quite impossible for him to attain to the standard of the Drawing required in the second year examination. Unfortunately, most of the teachers who attended the second year course were evidently under the impression that if they studied earnestly and diligently for the four weeks they would be able to pass the examination. Not one second year man passed in drawing, although many of them worked early in the mornings and late at nights during the four weeks' course. To achieve success the teacher should, after passing the first year examination, thoroughly master Angel's elementary text-book on Practical Plane and Solid Geometry before attending the second year course.

Annual Exhibition of Manual Training.

The sixth annual exhibition of Woodwork of the State Schools' manual training classes was held in Perth on November 27th and 28th.

His Excellency the Governor, in declaring the exhibition open, stated that he well remembered something of the earlier exhibitions, and noticed that immense improvement had taken place not only in the quantity but in the quality of the work. He laid stress upon the advantages derived by the boys by attending the manual training classes.

The Inspector-General of Schools explained that physiologists were agreed that it is impossible to get the best development out of any part of the brain unless the whole of it were developed, and handwork was brain work just as much as any other work. Mr. Cecil Andrews then went on to say that: "By training the centres of the brain which were connected with hand work the quickness and vitality of the brain generally were increased, and if attention were paid to only one part of the brain it followed that the best could not be got out of that part. That was the explanation of the fact that teachers were now quite satisfied about, that if a boy devoted part of his time to manual training better results would be achieved from the actual book work than if the whole of his time were devoted to book work alone. Manual training was not simply an extra subject added to the curriculum because of the demands of certain faddists, but it was an important part of an ideal education which could not be omitted without severe loss. That was the main reason why it was being taught in the schools. There was another advantage which was of great importance, and that was that much of the ordinary work of a school was such that its purpose was hardly intelligible to the boy at the time. Consequently the work in itself did not offer sufficient motive for him to be anxious to give his best attention to it. It was therefore necessary to introduce a number of secondary motives such as rewards, punishments, the spirit of competition; but if a boy could be made to feel that the work was worth doing for its own sake it would be much better to do so, and manual training was responsible for bringing about such a result. In a new country like this where many of the boys would go out into distant parts of it, the fact that they had been trained to the use of tools and to rely upon their own handiwork would prove of very great value to them. The exhibition which they saw before them was not a special show of work got up for the occasion. It was the ordinary work done in the regular school classes, not only in this district and Kalgoorlie, but in far-distant places such as Day Dawn on the Murchison Goldfields, Katanning in the country districts, and Mornington Mill in the timber areas."

Mr. Henry Briggs, M.L.C., in proposing a vote of thanks to His Excellency the Governor, paid a very high tribute to the work and congratulated the Department on the progress made.

The practical demonstration of Woodworking by classes of 30 boys proved one of the most interesting features from the visitors' point of view.

It was very gratifying to notice such a large number of the parents of boys attending the exhibition.

The Press gave very prominent and eulogistic notices of the exhibition. For example:—

"Upon the Exhibition itself it is difficult to bestow too much praise. When it is considered that the work is nearly all the result of the efforts of mere lads one can only behold it in astonishment. It is not carpentry, but manual training that brings this result about. The term 'manual training' seems hardly to fit the case either, and must not be confounded with manual action. The work done is really a perfection, as it were, of the well-known Sloyd system, which aims more at the development of the mind than of the hands. One can readily believe when looking at some of the special exhibits that the mind has been very greatly exercised in the modelling and geometrical drawing of the plans for such beautiful work, and afterwards in the construction and piecing of it together. As showing one at least of the secondary advantages of the training received by the boys, reference may be made to the work of Gordon Dray, an ex-student of the Perth centre, who has on exhibition a full-rigged three-masted ship which appears to be perfect in every detail.

"The exhibits are so numerous and of such a varied nature that it is impossible to do more than touch lightly upon them. There is to be seen practically every branch of the science of woodworking. Beginning with the simplest exercises, such as half-lap joints, mortising, and tenoning, work proceeds by easy stages to the more intricate inlaying, floral designing, secret mitring and dovetailing, and gouging, finally reaching the most intricate of tool operations. It is safe to say that every operation performed by the carpenter, joiner, cabinetmaker, woodcarver, and pattern-maker is represented in the Exhibition."—From the *West Australian,* November 28, 1908.

Franco-British Exhibition.

Specimens of work done by our State School boys working under perfectly normal conditions were selected and forwarded to the above exhibition in London. The highest possible award, the Grand Prix, was gained by the exhibit.

This is particularly gratifying, especially having regard to two facts which militated against our exhibit being shown to proper or full advantage. To begin with, about half the exhibits were broken in

transit. Then, again, there was not room to show the exhibits on the stand specially made and forwarded to London for that purpose.

Plea for Extension.

In last year's report I called attention under the above heading to the fact that practically nothing has been done in the way of establishing new centres and schools since the year 1905. This is lamentable, because hundreds of boys are going through the schools without adequate manual training. Money and time have been expended in training teachers for the work; the teachers have passed the necessary examination, but no new centres have been opened.

There are Class IV. schools such as Collie, Cannington, South Perth, York, Cue, Ravensthorpe, Greenbushes, Kanowna, Southern Cross, Jarrahdale, Kookynie, Beverley, and Menzies which are urgently in need of being included in the list of schools where manual training is taken. Even to equip two or three each year would be better than to stand still.

The Teachers.

I have to acknowledge with great pleasure the faithful and zealous services of the teachers as a body during the year under review.

JOSHUA HART.

February 22, 1909.

Report of the Inspector and Organiser of Household Management.

Sir,

I have the honour to submit my report on the work done in the Household Management centres of this State during the past year.

The following table shows the centres at which Household Management subjects were taught during the year, the contributory schools from which classes were drawn, and the enrolment for 1907 and 1908:—

Cookery.

Centre.	Accommodation.	Number of girls enrolled during the year. 1907.	1908.	Contributory Schools.
Albany	12	32	52	Albany.
Boulder	30	169	135	Boulder, West Boulder, South Boulder. Brown Hill, Trafalgar.
Claremont	20	117	161	Claremont, Cottesloe, North Claremont, Practising School.
Fremantle	30	301	242	Princess May, North Fremantle, Beaconsfield, Plympton, White Gum Valley.
Kalgoorlie	30	116	109	Kalgoorlie, South Kalgoorlie, North Kalgoorlie, Trafalgar, Brown Hill, Williamstown.
Leederville	20	131	172	Leederville, West Leederville, Newcastle Street, Thomas Street, Osborne Park, Hawthorn.
Perth	30	548	592	Perth, East Perth, North Perth, South Perth, Highgate, Subiaco, Maylands, Rosalie, Jolimont, Bayswater, Victoria Park, Applecross.
Totals	...	1,414	1,463	

Laundrywork.

Albany	12	30	61	*See* table for Cookery Classes.
Boulder	30	155	133	,, ,, ,,
Claremont	20	*Nil*	112	,, ,, ,,
Fremantle	30	231	280	,, ,, ,,
Kalgoorlie	30	*Nil*	162	,, ,, ,,
Leederville	20	120	188	,, ,, ,,
Perth	30	559	559	,, ,, ,,
Totals	...	1,095	1,495	

Housewifery.

Perth	30	271	201	*See* table for Cookery Classes.
Kalgoorlie	30	*Nil*	57	,, ,, ,,
Coolgardie (lecture only)	30	*Nil*	37	Coolgardie.
Totals	...	271	295	

Grand Total.

	1907.	1908.
Cookery	1,414	1,463
Laundrywork...	1,095	1,495
Housewifery	271	295
	2,780	3,253

Enrolment.

It is noticeable in some cases that the enrolment of pupils for instruction in Cookery has decreased since last year. This is due to the fact that the centres are used for both Cookery and Laundry work, and the latter subject now being compulsory to all girls who take cookery, only half the days in each week can be devoted to cookery classes, and a slight decrease in numbers instructed have been the result.

Centres.

During the year Fremantle centre has been rearranged and renovated, so that now the services of one Instructress instead of two are required for the instruction of 30 girls each half-day.

A combined Cookery and Laundry centre has been built at Kalgoorlie, adjoining the old teachers' quarters, which have been converted into a Housewifery centre.

Some minor alterations and improvements have also been effected in Leederville centre.

Inspection.

The Metropolitan centres were visited frequently, especially those in charge of inexperienced and recently trained Instructresses. These were enabled to improve their knowledge and experience by hearing model lessons and giving criticism lessons before me, from time to time.

The centres at Albany, Kalgoorlie, and Boulder were visited three times, twice for inspection purposes and once, at the end of the year, to enable me to examine the practical work of at least one class receiving instruction in each subject.

During the last two weeks of the school year I visited every centre and examined the work of the class that each teacher considered her best. By this means I was better able to compare the work done in the various centres, and was much gratified by the results in the majority of my centres.

Staff.

At the close of the year my staff consisted of:—

One Class I. Instructress.
Two Class II. Instructresses.
Six Class III. Instructresses.

During the year one Instructress was transferred to the ordinary school work at her own desire, and at the end of the year one resigned in anticipation of her marriage.

The vacancies thus caused were filled by two of the trainees who completed their course of instruction in April last. Of the four teachers who received their training between August, 1907, and April 1908, three are now in charge of centres and give every promise of becoming most successful Household Management Instructresses.

Instruction in Cookery.

This subject continues to be most popular. The standard of practical work is high, and several of the less experienced instructresses are proving themselves to be most capable teachers and economical housekeepers.

Instruction in Laundry Work.

A few parents who object to their daughters receiving instruction in this subject are still to be met with, but are becoming fewer every year. An important step in connection with this matter has been taken recently by the Department. Parents who claim exemption for their daughters from this subject are now informed that no child can be excused from instruction in one branch of the Household Management curriculum, but must either take all subjects or none at all. The consequence has been that fully half the objectors have reconsidered the matter, with the result that they have determined to put up with the subject they object to in order that their children may receive the lessons in cookery and sick nursing.

It is important to bear in mind that laundry work is of a higher educational value than cookery, because ironing requires more skill and dexterity than cooking, although this view is not generally accepted or acknowledged by the parents.

Housewifery and Sick Nursing.

Another cottage has been furnished for the teaching of these subjects, at Kalgoorlie, making the second centre of its kind in Australia.

Under a teacher who possesses a fair amount of tact and patience the work in these centres is very popular; but the right type of teacher is most essential, for otherwise the work becomes monotonous and the girls soon weary of it.

At Coolgardie school the girls in Standards V., VI., and VII. receive lectures on Household Management subjects from the instructress in charge of Boulder centre. They also receive practical instruction in First Aid and Sick Nursing, and thoroughly appreciate the work. When I visited the school and examined the girls at the close of last year, I was delighted with the progress they had made and felt that I had never met with such enthusiasm before.

Attendance.

The attendance has been fairly satisfactory on the whole, except where schools have suffered from epidemics of measles and diphtheria. Most of the children are so interested in their work that they make every effort to attend regularly. The girls from Jolimont school, who have to travel to Perth centre, are the most regular and punctual pupils on the roll.

Discipline.

With much pleasure I have to report that the discipline and tone have been most satisfactory in nearly all the centres. The teachers in the ordinary schools are becoming more convinced of the importance of the work, and consequently influence the girls under them in the right direction. Most of the children appreciate the work to such an extent that the greatest punishment necessary is to cause the naughty girl to sit down in her desk whilst her class-mates are engaged in practical work.

Exhibitions.

The Committee of the Royal Agricultural Show again generously offered prizes for Cookery and Laundry competitions in the children's section. These competitions were much appreciated by children attending the Metropolitan and Albany centres, and the entries were very numerous. Every section was well represented and every prize was awarded.

On Friday and Saturday, December 4th and 5th, we held our Exhibition in the hall of the Perth Boys' school. Lady Bedford kindly opened the exhibition on the Friday evening and inspected the classes at work in the three centres. She expressed much pleasure with the work she saw carried on, and congratulated the children on the skill they exhibited. A large attendance of parents and friends was the result, and the classes of children engaged in practical work in the Roe Street centres received their full share of attention. The practical work shown in the Boys' Hall was well worth inspection, and would have compared favourably with any that I have seen at similar exhibitions in London.

It is my most pleasant duty to express my most grateful thanks to the members of my staff in the Metropolitan and Albany districts for the hearty way in which they assisted the children who entered for the Royal Show competitions in October, and for the splendid specimens of work which they sent in for our own exhibition in December.

Throughout the year, too, I felt that I had the loyal support of all my staff, and the high standard of work obtained was due largely to the steady, painstaking perseverance of each teacher in her own centre.

The Future.

During the coming year a combined Cookery and Laundry centre will be opened at Northam, but otherwise the work will not show much increase. This is a fact that is to be much deplored, as it is most essential that technical education should take a prominent position, if the State of Western Australia is to maintain its present position as regards the educational facilities provided.

In the schools an attempt is being made to combat with the evils of drink and smoking for juveniles by theoretical lessons on the result of indulgence in these practices. A superficial knowledge of the matter is sufficient to prove that a very common cause which drives a man from his home to the hotel is a badly cooked dinner or a mismanaged washing day. Therefore it seems to be of more importance to provide instruction in practical cookery and laundry work for the girls who will develop into wives and mothers than to teach theoretically the evils of excessive drinking and smoking.

With this object in view, I trust that those who control the expenditure of the funds for public instruction will see that the extension of Household Management work is not curtailed during the coming financial year.

Centres are urgently needed at Midland Junction, Geraldton, Bunbury, and York, and Claremont centre requires rebuilding. All schools with a classification as high as Class IV. should have a Household Management centre at which girls of that school and any surrounding smaller schools could receive instruction in these subjects which are of such vital importance.

The wide-spread instruction of this kind would also strike at the root of the matter with regard to infantile mortality, for the girls are taught practically how to feed, dress, and manage an infant, and also have thoroughly impressed upon them the danger of giving infants a little of every thing the rest of the family lives upon, allowing them to sleep in the same bed as adults, and other evils which so frequently cause the loss of a little life.

M. JORDAN,
Inspector and Organiser of
Household Management.

17th February, 1909.

Report of the Inspectress of Needlework.

I have the honour to submit my report on the needlework of the State schools for the year 1908.

Inspection.

I regret that, owing to want of time, I have been unable to visit all the schools this year. The long distances to be travelled, and the increase of clerical and examination work make it impossible for me to undertake the work, or carry it out as thoroughly as I would wish.

Two hundred and sixty-nine visits were paid throughout the year, while work for examination was forwarded by one hundred and one smaller schools. Two hundred and ninety-three schools in all were examined, and classified as follows:—

Excellent	17
Very good	38
Good	58
Very fair	47
Fair	56
Weak	40
Bad	37

The only large school in the State which gained "Excellent" was Highgate (Senior), but the work of the Senior division of Subiaco requires special notice, being equal to any produced in English schools.

Owing to the prevalence of epidemics during the year the work of the Eastern Goldfields schools (which has always taken the lead in this subject) was very much hampered; and it speaks well for the teachers of these schools that very few of them failed to reach the standard of "Good."

In the Metropolitan schools the average is still below what it should be, especially in our large ones. The causes of this unsatisfactory state of affairs lie in the frequent transference of teachers (which in the present circumstances of the State is unavoidable) and the inability of many young teachers to teach it as a class subject. I have alluded to this, the most serious obstacle, in former reports; the remedy lies with the Training College; and until women are turned out who can handle it as a class subject no general improvement can be expected. The untrained teachers in small schools I have tried to help by holding classes for practical demonstration lessons in various centres, and also on my visits to their schools. That progress is being made is apparent from the fact that in two years those classified as "Bad" have decreased by twenty.

Infant Schools.

These are doing good work which will tell in the future. In all of them the various drills are regularly taught, and the little ones interested. Four gained "Excellent," viz., Albany, James Street, Fremantle, and Kalgoorlie.

Normal School.

The excellent work begun by Mrs. Potts is being carried out with great energy by Miss Julius.

Training College.

The practical work of the students has greatly improved, and since the Normal School overtakes the mechanical part, the teaching of the subject with theory is what is left, and the importance of the former cannot be too much insisted on.

Curriculum.

No change has been made in the Curriculum. Cutting-out, which was introduced last year, has not yet had time to be tested. Where it is scientifically taught the girls are fond of it.

The Introduction of Sewing Machines.

The question was raised during the year as to whether it was advisable to introduce sewing machines into primary schools. After visiting the large dressmaking departments and several factories I reported against it to the Inspector General. The teaching of sewing machines in schools would involve great expense, and, as the work is practically individual, only very few could benefit; it would also mean introducing teachers for this particular work. When girls have learned to sew they very quickly can be taught to work a machine. The work should, I think, be left for technical classes or factories.

Compared with the sewing schemes of the other States, that of Western Australia is simple; with skilful regular teaching it could be overtaken in six months. Ours is the only State in which knitting is not taught, and it will be for the Department to decide whether it would not be advisable to introduce it; meantime I would strongly urge its being taught in the Normal School and Training College.

Popularity of the Subject.

It cannot be denied that with the majority of teachers here the subject is not a favourite one. In Australia Sewing has not been systematically taught as it has been in England, Germany, or France. In spite of the imposing work schemes of the other States no attempt seems to have been made to have it scientifically taught or thoroughly examined. Consequently teachers who have not been trained under our system find it hard and grumble accordingly. It is the subject which is pushed aside to give place to others. Only practical training will enable teachers to find in Sewing the nerve and brain rest which it is to the expert.

The greatest stimulus to popularising the subject has been given by Lady Bedford who has twice offered prizes for practical mending; also by the Royal Agricultural Society who have been most generous in the number of the prizes offered by them. Last year their prize scheme was brought into line with the work of the State schools and resulted in a large number of prizes being gained by schools all over the State.

Educational and Practical Value.

It seems almost needless to point out the value of Sewing to girls, but unfortunately there are a large number of masters and, I regret to say, a few mistresses, who feel that Sewing is no longer a necessary subject; their argument is that everything can be done by the aid of a sewing machine. The work we teach in school is work which cannot be done by a machine, viz., mending, darning, and cutting-out. From the practical point of wage-earning the girl who can sew well is more favourably placed than one who cannot. The heads of the large dressmaking departments all agreed that a girl who could sew well was invaluable, so much of dressmaking is done by hand. Hand-made underclothing is also made and sold in the Eastern States; here it is imported from England and Ireland, and as the State advances a demand for local work is sure to arise.

Educationally it is hand and eye training. It encourages accuracy and neatness, to say nothing of thrift, qualities which are valuable in forming character. A good needlewoman will never be a slattern, and if our teachers would realise this it would lift their work into a higher plane.

The Teachers.

I wish here to acknowledge the courtesy and kindness of the teachers, especially those in the country districts, many of whom have to work under hard conditions, and who, in spite of great disadvantages, often produce work which would do credit to more happily-placed schools.

J. A. NISBET.

21st April, 1909.

Report of the Chief Compulsory Officer.

I have the honour to submit my report on school attendance for the year 1908.

The purpose of this branch is to compel the education of every child of legal school age; to enforce regularity of attendance; to prevent truancy from the schools; and to prevent the illegal employment of children of school age during school hours.

I regret having again to report a reduction in the percentage of average attendance. This is wholly attributable to the epidemic of diphtheria which ran through the State during the earlier part of the year and the drastic measures which were taken in the endeavour to stamp it out. The principal Goldfields schools were closed for several weeks, and when reopened only those children who had been "swabbed" and declared free from infection were permitted to attend. In all the large schools throughout the State the pupils were individually subjected to examination, and, as a sequel, scores of children were excluded from attendance owing to their throats containing diphtheric germs. These were classed as "carrier" cases, and although not actually showing any visible signs of the disease, were deemed to be capable of infecting others. In all such cases not only the child affected but also any others of the family attending school were excluded until re-examination gave a clean result. The names of all these children were retained on the school registers and counted in the daily enrolment. In some localities the compulsory clauses of the Act were practically suspended for a portion of the year. As a result the percentage of average attendance for the June quarter was only 81 per cent.

For the year the percentage of average attendance to average enrolment was 83.31.

The number of individual scholars enrolled on the last school day of the year was 29,921 against 29,074 for last school day of the previous year, showing an increase of 847.

The average enrolment for the year was 30,176 against 29,679 for the previous year, an increase of 497.

The number enrolled under six years of age, and therefore not under compulsion, was 2,533. From six to fourteen (compulsory age) 25,787 were enrolled, and over 14 (above compulsory age) 1,679.

From returns furnished by the private schools in accordance with Section 4 of the Public Education Amendment Act, 1905, it appears that the scholars enrolled numbered 8,081. One hundred and two schools were in operation. Registers of attendance are supplied to these schools by the Department, and are required to be marked and kept posted up in a similar manner to those in use in the State schools. In most cases these are now neatly and accurately marked. A monthly return of "Absentees" is furnished by each school, which enables the defaulters to be promptly dealt with.

Attendance officers are stationed (one each) in the Metropolitan area (Perth and suburbs), Fremantle and suburbs, and Central Goldfields (Kalgoorlie and Boulder). Outside these districts the services of the police are utilised at 72 stations. Excellent service has been rendered by them, and, indeed, without this assistance the work could not have been dealt with satisfactorily.

A majority of parents recognise the value of education and send their children to school with commendable regularity. A number, however, always give trouble in this direction, and are ever ready with all kinds of excuses. To deal with these requires daily and unremitting attention, and a nicety and discrimination in the application of a delicate and difficult social law. The aim of the Department is to avoid undue harshness, whilst endeavouring in the best interests of the children to secure the compulsory clauses of the Act being complied with.

During the year Children's Courts have been established under the provisions of the State Children Act to deal with all cases affecting children, including complaints under the attendance clauses of the Public Education Act. By this means parents and children are no longer compelled to attend the sittings of a police court but are dealt with separately, a room being set apart specially for this purpose. Under this Act licenses are issued by the State Children's Department permitting boys to engage in street trading, principally in the vending of newspapers. No license is issued to a boy under 10 years of age, and up to the age of 14 it is not available during school hours. One hundred and fourteen licenses have been issued to boys of school age. In these cases it would be far better if the licenses were issued and controlled by the Education Department. Committals of incorrigible and habitual truants are also dealt with under this Act, which provides that these children must be committed to an institution other than an industrial school. I can only again repeat that, in my opinion, a special school is necessary for boys of this description if reformatory methods are to be expected. Placing this type of boy in an orphanage, where the discipline is of the mildest character, fails entirely to meet the case.

Under Section 12 of the Education Act special exemption from school attendance may be granted for children between the ages of 12 and 14 in cases of poverty or sickness of the parents. One hundred and thirty applications were dealt with: in 94 cases full exemption was granted; in 12, temporary; 24 were refused. The majority of applications were made for boys, and the reason assigned was invariably "his assistance required for maintenance." Unfortunately, none of these boys were to start to learn a trade or handicraft, but were engaged as messengers or office boys, the higher rate of wages offered being an inducement. In the great majority of cases a boy leaves school as soon as the compulsory age of 14 is reached. His education is considered to be complete. If he does not learn a trade or business he eventually becomes an unskilled labourer, seeking for work and often finding none. It is certain that such youths help to swell the ranks of the unskilled workers, and it is also certain that the unskilled workers form the bulk of the unemployed in all large cities and towns. Is there not a remedy for this? In the enforcement of our laws we

have accomplished satisfactory results with children under 14. Are we content to stop here?

Two hundred and twenty-four summonses were issued during the year, with the following results:—Fined, 136; cautioned and costs inflicted, 45; withdrawn, 8; dismissed, 3; committed to an institution, 29.

I am hopeful of still further lessening the number of cases in which resort to prosecution is necessary. If more of my time was available for meeting parents of defaulters at the various schools, at which they would appear in answer to citation notices, better results would follow. The success of this system has been proved, and I regret that time and distance prevent it being more fully carried out.

W. E. WRAY.

25th February, 1909.

Report of the Medical Officer for Schools.

At the close of the year 1907 there was made available Dr. Blackburne's report on the examination of some 3,000 children from representative State Schools in Western Australia. The object of this preliminary examination of children taken from schools representing various types of the district in the Metropolitan, Coastal, and Goldfields, was to ascertain what defects existed amongst individual children and to what extent these defects were distributed throughout the school children and affected their capacity for receiving instruction.

It was originally intended that this should form the basis for the compilation of a complete scheme for the continuous medical examination of the children in the Schools throughout the State. It was, however, found necessary during 1908 to limit the scope of the work in this direction, as I (the Medical Officer specially charged with the oversight of this branch of the work) had also to carry out other branches of health work, and it was found that localised epidemics of infectious disease assumed so important an aspect that much of my time had to be devoted to an attempt to control this portion of the work. However, such as could be done in the direction of the medical examination of school children was done, but it had to be carried out in this way. Whenever I found myself in any district on other work I took advantage of the opportunity to visit the State Schools and examine the children as carefully as was possible in the time at my disposal.

An important fact was discovered by Dr. Blackburne in his preliminary examination, *i.e.* that a comparatively large percentage of the children attending the Fremantle Schools, at the younger ages (52.3 per cent. in Class II.), suffered from defective eyesight. The glare from the roads in Fremantle must be held responsible for a large percentage of this eye trouble. It is a fact needing no demonstration that the excessive reflection of light on the white roads in Fremantle does considerably affect the eyes of those who are exposed to it for any length of time, and this must particularly affect the eyes of the young children.

It has occasionally been found possible to suggest alterations in the structure of the school buildings whereby the ventilation and the conditions under which the children work may be somewhat improved. These suggestions have always been brought under the notice of the Inspector General.

The most important section of the work in connection with the schools during 1908 has been that carried out with the object of preventing the spread of diphtheria. A very large number of children have been swabbed, the Metropolitan schools being visited systematically and the country schools as occasion arose for this purpose.

On the Eastern Goldfield from April to August, 1908, on account of the undue prevalence of diphtheria in that locality three nurses were employed in taking swabs, and the whole of the school children were examined. In this way, whenever a case harbouring diphtheria bacilli was found this individual and all members of his family were isolated, put under treatment, and re-examined at weekly intervals until two negative results had been obtained. Whenever any case of sore throat arose in the Metropolitan schools the teacher sent the child up to the Central Board office for examination, and the same procedure was adopted in such cases as was carried out in the systematic examination of schools.

In Table "A" is set out the schools examined with the percentage of "Carrier" cases in each.

In the *Education Circular* every month an article has been published dealing with various aspects of school hygiene so far as they affect school children, and throughout these articles the object has been to express them in such a way that they will be of value to teachers.

J. H. L. CUMPSTON, M.D., D.P.H.,
Medical Officer to Central Board of Health.

24th February, 1909.

Table "A."

School.	Total.	Carrier Cases.	Per-centage.
Serpentine	30	8	26.6
Harvey	50	5	10
Gingin	43	3	7
Pingelly	60	7	11.6
Geraldton	625	11	1.7
Leederville	79	7	8.8
Fremantle Boys'	348	34	9.7
Fremantle Girls'	292	29	9.6
Fremantle Intermediate ..	180	16	8.8
Fremantle Infants'	155	24	15.4
North Perth	267	43	16.1
Eastern Goldfields	3,094	214	6.9
James Street Girls'	361	32	8.8
James Street Boys'	477	23	4.8
James Street Intermediate ..	324	27	8.3
James Street Infants' ..	285	26	9.1
Newcastle Street	449	73	16.2
	7,719	582	7.5

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